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ABSTRACT

This report describes a program for improving motivation in eighth grade, first-year Spanish classes in a growing middle and upper class, predominantly Caucasian suburban community of northern Illinois. Survey results confirmed that students' enthusiasm for foreign language study decreased dramatically once the novelty of learning Spanish had worn off and the study of grammar was introduced. Analysis of the situation revealed that student interest declined when most of the class activities were based on skill acquisition rather than actual skill usage. In addition, the class was teacher-centered and perceived as too strict with few hands-on activities or group opportunities. New strategies introduced included increased communicative activities, creating activities that promoted skill usage, de-emphasizing textbook learning and drills, creating a need to use and understand the language, preparing more interesting and meaningful activities, and creating a supportive classroom atmosphere. Applying the new strategies has resulted in improvement in all areas except vocabulary and grammar. Appendixes include the surveys used and new activities lists. (Contains numerous references.) (NAV)

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ED 388 044

IMPROVING STUDENT MOTIVATION IN SPANISH 1 THROUGH COMMUNICATIVE ACTIVITIES

by

*Rolanda Price

Submitted in partial fulfillment of the requirements for the degree of Master's of Arts in Teaching and Leadership

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ABSTRACT

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ABSTRACT: This report describes a program for improving motivation in eighth grade, first year Spanish classes in a growing middle and upper class suburban community of northern Illinois. The problem was originally noted by the author, who found that students' enthusiasm for foreign language study decreased dramatically once the novelty of learning Spanish wore off and the study of grammar was introduced. A survey given to students in Spanish II, based on their reaction to Spanish I, confirms this observation.

Analysis of the probable cause data reveals that the emphasis on grammar and textbook activities lowers student interest, because most of the class activities are based on skill acquisition rather than on skill usage. In addition, the class is teacher-centered and provides few hands-on activities or group opportunities. Furthermore, students indicate that they do not feel comfortable in the class because they perceive it as too strict.

Solution strategies, based on the research of experts in the field of foreign language study, combined with the analysis of the problem setting, have resulted in the selection of the following strategies for intervention: emphasizing communicative activities instead of grammar, creating activities that promote skill usage rather than skill acquisition, de-emphasizing textbook learning and drills, creating the need to use and understand Spanish, preparing activities that are more interesting and meaningful to the students, and creating a supportive classroom atmosphere.

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Chapter 1

PROBLEM STATEMENT AND CONTEXT

General Statement of Problem

The eighth grade first year Spanish students in the Geneva Middle School lose their enthusiasm and motivation for foreign language study once the novelty of learning a foreign language wears off and the study of grammar is introduced, as evidenced by teacher observation and student surveys.

Immediate Problem Context

The Geneva Middle School is part of Unit District #304 in Geneva, Illinois and includes grades six, seven and eight and is the only middle school in a district that includes three elementary schools and one high school. The middle school has a total enrollment of 730 students with 62 staff members. The school is 98.1 percent White, 0.8 percent Hispanic, 1.0 percent Asian/Pacific Islander and 0.1 percent Native American. In addition to this school not having a diverse ethnic composition, it has only 1.1 percent low income students, and only 0.1 percent of the students have limited English proficiency. There is very little student mobility during the school year - 13.8%, and the school has a 95.7 percent attendance rate (School Report Card, 1994).

Currently, the average class size in the eighth grade is 28.5 - the average class size in Spanish I is 33.4. The organizational makeup of the school is as follows: 1 principal, 1 assistant principal, 3 full-time secretaries, 2 full-time counselors, 1 nurse, and 52 full-time teachers. The staff includes five special education teachers, four physical education teachers, one fine arts / music

teacher, one full-time and one part-time art teacher, one full-time and one part-time technology education teacher, one full-time and one part-time home economics teacher, one librarian with a full-time aide, and six full-time aides for the special education classes. Band and chorus are options for students who wish to participate in them in place of their study hall.

The academic performance of the students in the Geneva Middle School on national achievement tests is above average. The eighth grade scores on the Illinois Goal Assessment Program (IGAP) tests are consistently higher than the state averages in reading, mathematics and writing. The results are as follows:

Table 1

IGAP Results for the Eighth Grade of Geneva Middle School

	% Do Not Meet Goal	% Meet Goal	% Exceed Goals
Reading -.Geneva	11	52	38
Reading - State	26	46	28
Mathematics - Geneva	2	65	33
Mathematics - State	18	60	22
Writing - Geneva	21	65	15
Writing - State	18	56	26

Near the end of their seventh grade year, students are given an opportunity to choose one elective for eighth grade. They have three choices - a full year of Spanish, a full year of French, or Unified Arts, which includes a trimester of art, a trimester of home economics, and a trimester of technology education. The Spanish and French courses are equivalent to the Spanish I and French I classes offered at the high school. Students who successfully complete Spanish or French in the eighth grade take the second year of the language during their freshman year at the high school. This allows students an opportunity to study five years of a foreign language by the time they graduate high school. Parents of seventh grade students are sent a letter in the spring explaining the eighth grade electives, along with a recommendation for their child to take a foreign language or Unified Arts. The recommendations are made jointly by the seventh grade teachers, the counselors and the principal, using the following criteria as a basis for the recommendation: Language Arts grades of a "C" or better, Language Arts test scores above the 50th percentile, regular completion of homework, non-verbal cognitive abilities scores above the 80th percentile, and special talent in art, shop or home economics. The purpose of the recommendation is to guide students and parents in choosing an elective that is appropriate and one that has a high probability of success for the student.

The Surrounding Community

The school district is located in a rural / suburban community in Geneva, Illinois, a town located approximately 40 miles west of Chicago, Illinois. According to the 1992 special census, the city population is 14,660. Although Geneva is principally an established residential town, the last few years have shown an increase of population. Between April, 1990 and September, 1992,

population grew by 16.2 percent and is expected to increase more due to the construction of new housing developments to the west (School Report Card). Because of this growth pattern, the community passed a referendum in 1992 to build a new middle school which was completed in August, 1994. The former middle school became an elementary school to ease crowding there.

Geneva is a middle class community with a median household income of $58,000. Ethnically, 96 percent of the population is White, 2 percent is Hispanic, 2 percent is Black, and 2 percent is Asian / Pacific Islander. (School Report Card). The community values education, is involved in the school system, and expects high academic standards to be maintained.

Regional and National Context of Problem

Why most children seem so curious and motivated to learn when they are very young but seem to lose their passion for learning as they grow older and progress through school has been a perplexing questions for educators. Training teachers to know how to motivate children to learn what they are teaching may be the solution. Virtually all children are born with motivation to learn. And then comes school. Too often, the child's motivation to learn seems to dwindle with age (Wlodkowski & Jaynes, 1990).

Hunter (1987) defines motivation as a students' intent to learn and suggests that it is one of the most important factors in successful accomplishment. All teachers suffer frustration when a student is not putting forth effort to learn. She suggests that motivation is not generic, it can be learned, that what is learned can be taught, and that teaching is our business. Therefore, teachers should become knowledgeable about, and skilled in the use of, professional techniques which have high potential for increasing a student's motivation to learn.

Hunter (1987) suggests six factors that teachers need to become skilled in, the use of which have the power to increase students' effort and intent to learn, or motivation. They are: level of concern, how much a student cares about learning; feeling tone, classsroom atmosphere; feeling of success, which is related to the difficulty of the task; interest, which is promoted by using novelty, variety and relating the material to the students; knowledge of results, the immediacy and specificity of feedback to students; and intrinsic-extrinsic motivation. Intrinsic goals are motivated by an internal force - the enjoyment of learning, whereas extrinsic goals are motivated by an external force, getting good grades, for example.

Other researchers in motivation achievement have identified several types of goals used in school settings to motivate students. Studies by Covington, Maehr, and Nicholls (cited in Winograd & Gaskins, 1992) suggest that since these goals affect students' self-esteem, self-confidence and orientation toward learning tasks in different ways, they, therefore, "have important implication for the creation of classrooms that support students' independence of thought" (p. 227). For example, Maehr (1983, as cited in Winograd & Gaskins, 1992), identified four kinds of goals that motivate students: extrinsic goals, intrinsic goals, ego goals, and social goals. Ego goals are satisfied by success in competition, whereas social goals develop a sense of belonging, a sense of community. (Students working cooperatively on a project is an example of a social goal.)

Schultz (1990) was also concerned about the problem of student pmotivation with his own students. He was frustrated to find that low achievers constantly received negative feedback, and that high achievers were also saying that school was not stimulating or fun. By asking his students what was

missing, what they would change, what they wanted, he found that students wanted to be active, work with others, and to have more control.

> My students' needs were not being met; they felt helpless, controlled, and bored. Many performed only for external motivators: parents, college admissions, charismatic teachers (p.24)

Glasser also did research on motivation. Citing results from a survey conducted by Glasser, Schultz (1990) suggests that everyone is motivated internally by needs for power, freedom, love and fun. Students told Glasser that their favorite subjects were band, journalism, and physical education: in each of these group activities their needs were being met.

The current realities of foreign language teaching do not paint a pretty picture. Blair (1982) quotes the report of the President's Commission on the Study and Teaching of Languages in the United States.

> The number of students who complete a second-year language course in American secondary schools is less than five percent of the total students enrolled in language courses. And of those who complete the equivalent of two years of high school language study, the average level of competence attained in speaking, aural comprehension, or even reading is hardly the pride of the nation. In fact, if the potential consequences of this situation were not so serious, it would be a joking matter (p. viii).

Although this deplorable state can be attributed to many probable causes, the lack of motivation is clearly the underlying cause - for various reasons, students are simply <u>not</u> being motivated to continue with the study of foreign languages. Although Blair was speaking in 1982, more recent researchers dealing with foreign language problems, do not lead us to believe that anything has changed.

Krashen is a linguist who has synthesized much of the recent second language acquisition research. Curtain and Pesola (1988) cite Krashen's affective filter hypothesis to describe what happens in the absence of motivation. Children and adults resist learning when learning is unpleasant, painful, or being attempted in a punitive environment. It is well recognized that students learn more readily those things they *want* to learn. Krashen relates these experiences to language acquisition by describing a filter that the brain erects to block out second language input.

> The filter goes up in the presence of anxiety or low self-confidence or in the absence of motivation. The filter goes down and the input can come through when motivation is high, when a student is self-confident, and when learning takes place in a relatively anxiety-free environment (p. 62).

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Evidence

As pointed out in Chapter One, students' potential to learn a foreign language is not being maximized by the present educational structures used in most secondary schools today. The fact that 95 percent of the students dropout of second language programs before achieving basic proficiency illustrates the problem (Blair, 1982, citing the report of the President's Commission on the Study and Teaching of Languages in the United States). "If language departments and language teachers do not introduce changes necessary to improve the performance of average students in basic-level courses, the generally deplorable record of foreign language education will remain a threat to the credibility of our profession" (Blair, 1982, p. viii).

Our country has been slow to realize the value of foreign language study. For too long, we have felt insulated from the outside world. Today's economic realities demand a population that is capable of communicating and doing business with people from other countries. "This nation is experiencing a growing awareness that learning to communicate in a foreign language is an important component of public education for all Americans" (Logan, 1985, p.vii).

The concern over the crisis in foreign language study has reached a national level. The problem has been addressed by various national task

forces that have made recommendations for the state and local levels. Many state legislatures have now mandated one year of foreign language study as an option to meet high school graduation requirements; State Boards of Education have recommended that all high school students complete two years of study in a foreign language; and many state universities and private colleges have increased their foreign language entrance requirements, as well as increasing their graduation requirements, to include further foreign language study. (Logan, 1982).

Teacher observation from previous years, along with student journal responses, was initially used to determine the interest level of Spanish I students. Analysis of this data led the author to be concerned about the motivational level of students in the class and was the catalyst for this research project.

In order to document the loss of enthusiasm and motivation in first year Spanish students once the novelty of learning a foreign language wore off and the study of grammar was introduced, student surveys and teacher observation were utilized. Two surveys were given: the first survey (Appendix A) was given in September, 1994, to high school students enrolled in Spanish II. The students filled out the survey based on their Spanish I classes from the previous year. The first part of the survey sought to compare the motivational level of the students as they entered the class with their motivational level as the year progressed. Results from the survey confirmed the researcher's belief that although most of the students entered Spanish I motivated - 81 percent indicated that they initially were either looking forward or somewhat looking forward to studying Spanish - interest in foreign language study decreased dramatically during the year. A summary of their responses is presented in

Table 2.

Table 2 illustrates that 43 percent of the students had a high motivational level at the beginning of the year, 38 percent indicated that they were somewhat motivated, and 19 percent responded that they started with a low motivational level. Enthusiasm was highest during the first quarter, according to percent of the students, but declined during each quarter, with the fourth quarter having the lowest level of enthusiasm and interest according to 46 percent of the respondents. When asked specifically how the study of grammar affected their motivation and interest in Spanish, the students were divided in their responses - 44 percent of the students responded that it decreased once grammar became the main focus in class, whereas 44 percent indicated that it had no effect on their motivation and interest, leading the researcher to conclude that although the emphasis on grammar during the second to fourth quarters was an important factor in loss of interest, it was definitely not the only factor.

Table 2

Comparison of Motivational Levels in Spanish I Classes

N = 149 students

	Number of Students	Percentage
Initial Interest in Studying Spanish		
High motivation	64	43%
Not Motivated	28	19%
Somewhat Motivated	57	38%
When Motivation and Interest was Highest		
First Quarter	85	57%
Second Quarter	12	8%
Third Quarter	9	6%
Fourth Quarter	9	6%
Same all Quarters	34	23%
When Motivation and Interest was Lowest		
First Quarter	7	4%
Second Quarter	25	17%
Third Quarter	49	33%
Fourth Quarter	68	46%
The Effect of Studying Grammar on Motivation and Interest		
Motivation Increased	18	12%
Motivation Decreased	66	44%
No effect	65	44%

The second survey (Appendix B) was given in September, 1994, to students currently enrolled in Spanish I. Since these students were just beginning the study of Spanish, it was only possible to ascertain their initial level of interest. The results from this question are illustrated in Table 3; the rest of the survey focused on obtaining supporting data for possible causes, in a general sense, for the decline of motivation in school. These results are more fully discussed in Table 5.

Table 3

Initial Student Motivation in Eighth Grade Spanish I classes

School Year 1994-95

	Number of Students	Percentage
Looking Forward to Studying Spanish	110	66%
Not Looking Forward to Studying Spanish	0	0%
Somewhat Looking Forward to Studying Spanish	56	34%

The results from the survey of Spanish I students indicate that all of the students, in varying degrees, were looking forward to studying Spanish - 66 percent indicated that they were looking forward to studying Spanish, and 34 percent indicated that they were somewhat looking forward to the class. No students responded that they were not looking forward to the class - perhaps because the study of a foreign language in our school is elective. These results correlate positively with the results from the survey given to the Spanish II students, who also indicated an initial high level of motivation upon entering Spanish, although not as high as the Spanish I students expressed. The

responses of the Spanish II students were probably affected by their success or failure during the Spanish I class.

Probable Causes of Problem

Data to indicate probable cause factors were gathered from two sources from the target setting. One hundred forty-nine freshmen students enrolled in Spanish II completed a survey about their Spanish I classes (Appendix A). In addition to answering questions about motivation (Table 2), the students also were asked to identify reasons for a loss of interest. Students were given a list of seven probable underlying causes for a decrease in motivation: emphasis on textbook learning and drill, few opportunities to orally practice what was being learned due to large class size and time constraints, having a teacher-centered class, where most of the class time was spent in teacher interaction with the whole class, students as passive learners, a strict class atmosphere, class activities that were not meaningful and/or interesting, and emphasis on learning skills rather than using skills. They were asked to circle all choices that they felt negatively influenced motivation and to list the top three causes. The results of this survey are illustrated in Table 4.

Table 4

Factors That Lower Motivation According to Spanish II Students

	Number of Students	Percentage
Strict Classroom Atmosphere	127	85%
Not Meaningful or Interesting Activities	119	80%
Teacher-Centered Class	115	77%
Emphasis on Skill Acquisition	95	64%
Passive Learning	93	62%
Emphasis on Textbook Learning & Drills	91	61%
Few Opportunities to Orally Practice	66	44%
Top Three Reasons for Motivational Decline:		
a strict classroom environment	93	62%
class activities that aren't meaningful and/or interesting	71	48%
a teacher-centered class	67	45%
emphasis on textbook learning and drill	48	32%
emphasis on learning rather than using skills	38	25%
students as passive learners	32	21%
few opportunities to orally practice what is learned	24	16%

These results again confirmed the researcher's expectations, since the students indicated that all seven of the probable underlying causes given for a decline in motivation were, indeed, factors, but to varying degrees. The least relevant cause according to the students was having few opportunities to orally practice what was being learned. When students were asked to list the three

most important reasons for decreasing motivation, the researcher expected the following responses: emphasis on textbook learning and drill, having a teacher-centered class, and class activities that were not meaningful and/or interesting. The top three choices, in order of importance, actually given by the students were: a strict classroom atmosphere, class activities that were not meaningful and/or interesting, and a teacher-centered class. Emphasis on textbook learning and drill was placed fourth in order of importance.

A second survey was given in September, 1994, to the eighth grade students who were just entering Spanish I (Appendix B). The purpose of this survey was to obtain supporting data for probable causes for a loss of motivation in school, in general. This survey differed from the survey given to last year's Spanish I students in that the students were not specifically asked questions, such as "Do you prefer a student-centered or a teacher-centered class?". However, analysis of their answers led the researcher to conclude in which type of class they were more motivated. Following is a summary of the probable cause that was targeted by the each survey question: questions 3, 6 and 15 targeted an emphasis on textbook leaning and drills; question 15 - an emphasis on skill acquisition rather than skill usage; questions 2 and 4 through 10 - a teacher-centered class; questions 11 through 15 - students as passive learners; questions 6, 7, 13 and 15 - class activities that were not meaningful or interesting; and questions 16 and 17 - a strict classroom atmosphere. A summary of the students' responses is illustrated in Table 5.

Table Five

Types of Class / Activities Eighth Grade Students Prefer

	Number of Students	Percentage
Teacher Explains; Practice with partner / groups	147	89%
Playing a Game with Numbers	138	83%
Working on Projects With Others	132	80%
Classroom Rules Decided by Teacher & Students	129	78%
Active Learning with Movement	122	73%
Planning / Performing a Fashion Show in Groups	116	70%
Inventing a game	111	76%
Practice by Means of Projects	102	61%
Performing a Skit	101	61%
Speaking With a Partner	97	57%
Reviewing Homework in Groups	95	57%
Speaking in Small Groups	73	44%
Textbook Practice / Drill	67	40%
Reviewing Homework as a Class	67	40%
Writing to a Pen Pal	59	36%
Writing Descriptions of Clothing / Orally Presenting	43	26%
Passive Learning / Staying in Seat	38	23%
Interviewing Students	37	22%
Working on Projects Alone	33	20%
No Classroom Rules	29	17%
Teacher Explains; Calls on Individuals to practice	27	16%
Students Decide the Rules	27	16%
Giving an Oral Presentation Alone	22	13%
Memorizing a List of Numbers	20	12%
Answering Teacher Questions	12	7%
Speaking Alone in Front of Class	6	4%
A Lot of Classroom Rules	2	1%

The results indicated that the students preferred a class where homework and material presented by the teacher were practiced in small groups or with a partner; that they would rather prepare a project to practice new material than write textbook drills; that they were more comfortable talking in small groups; that they preferred active drills and projects that allowed movement; that they were nervous about talking or presenting material in front of the class, but found it less threatening to be with a partner or small group; that they preferred to use new material in a meaningful, interesting context, rather than rote memorization; and that they functioned better in a class with some rules which they helped plan. The survey also indicated that students preferred to work on projects in a group - 20 percent of the students responded that they preferred to work on projects alone, while 80 percent of the students answered that they preferred to work with other people.

A summary of the probable cause data gathered from the problem site by both surveys permitted the following conclusions: students were more motivated in classrooms where there was less textbook learning and drill and where there was an emphasis on using skills rather than on the learning of skills; students wanted to be active learners, with classroom activities that were both meaningful and interesting to the them; students were more motivated in a student-centered class where they interacted frequently with groups or partners; and that students reacted negatively to a classroom environment that they perceived as too strict. This data summary is illustrated in Table 6.

Table 6

Combined Motivational Data from Spanish I & Spanish II Surveys

	Percent of Students
Motivated by Non-threatening Class Atmosphere	93%
Motivated by Meaningful / Interesting Activities	83%
Motivated by Student-Centered Classes	80%
Motivated by Emphasis on Skill Usage	75%
Motivated by Less Textbook Learning / Drill	72%
Motivated by Active Learning	69%

A review of the literature suggest several underlying causes for the decline of motivation to learn in the school setting. Wlodkowski and Jaynes (1990) present three causes:

> 1. Learning in school occurs in groups with a formalized curriculum and a constantly applied grading system. . . .
> 2. The acquisition of advanced knowledge and skill is complex, demanding, and time-consuming, especially for the less talented. . . .
> 3. Motivation, in general, is a limited supply of energy that must be judiciously dispensed among ourselves and our world - it is difficult to do more than one thing at a time competently. (pp. 7-9)

Krashen and Terrell (1983) point out that the study of other languages is probably recent in terms of the history of mankind, but the acquisition of other languages through using them for purposes of communication is as old as language itself.

Throughout his history, man has learned to use languages other than his

native tongue for communicating with members of other language groups and other cultures. It is unlikely that much use was made of formal grammar studies to aid in this task since it is doubtful that such studies or even such knowledge existed. Even today with the vast amount of linguistic knowledge available about the languages of the world, it is likely that most ability to communicate in another language is acquired through communicative practice in real situations using the language for specific functions. This is as true in the marketplace of underdeveloped regions of Africa as it is in the case of the so-called guest workers in various industrialized countries of Europe (p.7).

Krashen and Terrell continue with an analysis of the traditional methods of teaching and learning other languages most often used in academic situations in the United States and in Europe. "The word 'traditional' brings to mind a picture of the old schoolmaster with his dreaded ruler, ready to pounce on unwary students who make a mistake in their Latin declensions" (p.7). His viewpoint is that the "traditional" methods of teaching a foreign language in our country and in Europe are not representative of the normal way mankind has learned to communicate with speakers of other languages, and that the method being used today is the underlying cause for the crisis in foreign language study.

According to Blair (1982),

Part of the blame for the current inefficiency in language training must be laid at the door of a misguided faith that stimulus-response psychology, linked with sophisticated linguistic analysis, provides a scientific basis for language pedagogy. Conventional methods of language teaching, based on what must now be regarded as outmoded and unacceptable

views of learning, may actually place formidable barriers in the path of learners (p.viii).

He concludes that there are more effective approaches in foreign language teaching which are more compatible with the currently accepted view on second language acquisition. Although Blair believes that achievement and motivation would be improved if these alternative methods were to replace the conventional practices, he notes several reasons that these new approaches are not in wider use - "teachers have not understood them, have doubted the results claimed for them, have not had the time, the energy or the means to devote to them, or simply have been satisfied to continue their conventional practices, hoping for the best." (p. viii)

Curtain (1993) lists several considerations in motivating foreign language learners: the elitist "difficult" image of language teaching; student self-esteem; the teacher's view of learning and learners; curriculum emphasis: communication focus versus analytical focus; developmental considerations, such as concrete versus abstract activities, "right brain" versus "left brain" activities, and multiple intelligences; the balance of skills: emphasis on listening, speaking, reading or writing; and the level of cognitive engagement of activities. From Curtain's statements, it can be inferred that most of today's foreign language classes have an analytical focus, rather than a communicative focus; that they rely heavily on abstract activities; that they do not effectively address multiple intelligences or creative thinking; and that they often lower a student's self-esteem because of their focus on grammatical forms; and that these are causes for the lack of achievement and motivation in foreign language classes.

Language learning is hard work, One must make an effort to understand,

to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time (Wright, Betteridge & Buckby, 1984, p.1).

A summary of probable causes for the problem gathered from the researcher's data and the literature includes the following information regarding students;

1. The majority enter Spanish I motivated, but motivational level drops each quarter.

2. The students in Spanish II were evenly divided in their response indicating that the emphasis on grammar in Spanish I was a factor for the decreased motivation.

3. The students responded that the main factors for a decline in motivation in any class were: a strict class atmosphere, activities that were not meaningful and/ or interesting, a teacher-centered class, an emphasis on learning skills rather than using them, an emphasis on textbook learning and drill, and passive learning.

4. The students prefer a student-centered class that involves group work.

5. An emphasis on grades decreases motivation.

6. The emphasis on skill learning rather than skill acquisition not only lowers motivation, but is also non-productive.

7. The elitist "difficult" image of foreign languages causes students a high anxiety level, and often results in a lowering of self-esteem.

8. An emphasis needs to be on teaching to the differing learning styles of the students - "right brain", "left brain", and multiple intelligences.

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

Why it is that some children like to go to school, while others do not? Often the answer is "motivation". With that one word we tend to place the full responsibility for learning on the students. But, as Berliner and Casanova (1993) point out, teaching and learning are reciprocal activities: What we do as teachers affects the learners, and the learner's behavior, in turn, affects what teachers do.

Motivation is not a one-way street. Whether or not we are motivated to accomplish a task depends on several conditions:

1. Do we think the task is worth accomplishment?
2. Do we feel capable of succeeding?
3. Is there some gain associated with its accomplishment? (p. 107)

Farris (1990) agrees with Berliner and Casanova that it is the responsibility of educators to try to find the right button to push to motivate students, and she disagrees with the attitude of some educators that "You can't teach him, he's not motivated.", and suggests that there is no such thing as a student who is not motivated, even though there are students who are not motivated to learn what we want them to learn. Every student is motivated by something.

Analysis of probable cause data suggested reasons for the loss of

enthusiasm in foreign language study once the novelty wore off and the emphasis shifted to grammar from communication. They are: an emphasis on skill acquisition rather than skill usage, combined with an emphasis on textbook learning and drill; few opportunities to practice new material due to large class size; a teacher-centered class with students as passive learners; classroom activities that were not meaningful and/or interesting to students; and a strict class atmosphere.

The literature search for solution strategies included:

1. general research on student motivation
2. motivation in the foreign language classroom
3. second language acquisition and learning
4. current trends in foreign language curriculum development
5. teaching strategies for an effective foreign language class.

The solution strategies as suggested by this research and the probable cause data have been combined into the following two categories: curriculum emphasis, and classroom environment and management. Curriculum emphasis includes the research and recommendations on how and when to integrate listening, speaking and grammar into foreign language classrooms. Classroom environment and management includes research on teacher-centered and student-centered classes, cooperative groups, the importance of a stress-free atmosphere, and the need to create class activities that are meaningful and interesting.

The most significant, and frequently mentioned, recommendation cited in the research was the need to shift the emphasis in foreign language learning from grammar to communication. This is emphasized by Curtain and Pesola who stated the following:

> There is a compelling thrust from the insights of second language acquisition research, from the communicative competence movement, from experience with immersion programs, from cognitive psychology, and from content-based instruction toward a new organizing principle for language instruction: meaningful communication in the context of a holistic approach to learning. This principle replaces the grammatical focus so common in secondary and post-secondary language programs, and the emphasis on memorization and recitation that has frequently characterized language instruction in the elementary school. The orientation toward communication places language learning in a living laboratory, in which process is the primary focus of planning and instruction (Curtain & Pesola, 1988, p. 117).

Communication in the foreign language should dominate all stages of language acquisition and should not be perceived as a culminating activity only practiced after the grammar has been learned. Students should learn the appropriate grammar or structural pattern when needed for comprehension or communication. Practice and drill in a communication-based classroom should only take place in order for a student to participate in a specific communicative task. Grammar for its own sake should not be taught, as research has shown that it does not help students' communication skills (Logan, 1985). In 1981, the American Council on the Teaching of Foreign Languages (ACTFL) published proficiency guidelines in response to recommendations by various national task forces and requests from the profession (cited by Curtain & Pesola, 1988). They also recommended that grammar be secondary to the communication itself

Even though communication has always been stated as a major goal in foreign language classes, it has traditionally been cast in a secondary role to

grammar as the organizing principle. Successful language learning activities should be organized according to a communicative syllabus rather than according to a grammatical syllabus (Curtain & Pesola, 1988), but creating a classroom in which communication has the highest priority will be a challenge to experienced teachers, as well as to the beginner, since few resources are on the market to establish a communication-based program.

Since most foreign language programs do not include an immersion feature, which is the ideal situation for creating a need to use the second language, most foreign language students do not have the opportunity, nor the skill, to use the target language in a natural communicative setting. "Most of the time, the learner can't say anything he has any reason to say, and has no reason to say anything he can say" (Harvey, as cited in Blair, p. 209). The teacher has to create settings within the class where a genuine exchange of information takes place. One way that this can be accomplished is by consistent use of the second language in class by the teacher and by the students (Logan, 1982). Research has indicated that students learn foreign languages best when their native language is not used for instruction (Curtain & Pesola, 1988). Successful language learning activities should establish the language as a real means of communication. Phrases requesting permission, expressing confusion, and asking for clarification should all be communicated in the target language. Students' classroom needs and desires - access to the bathroom, the drinking fountain, etc. - should be dependent on the use of the target language.

Krashen (1981) suggested that language acquisition, not language learning, should be the focus of second language classes. Instructors need to use "caretaker speech" or "teacher-talk" to help students understand the target

language spoken. "Caretaker speech" or "teacher-talk" is modified speech composed of shorter, more intelligible sentences with a limited vocabulary and range of topics. It is not used to consciously teach language. Instead it is used to make the learners understand what they are hearing.

Another aspect of a communication-based class is an extended listening period before speaking is expected. Curtain and Pesola (1988) stated that successful language learning programs emphasize comprehension rather than speaking at beginning stages. The California Handbook for Planning an Effective Foreign Language Program recommended that listening comprehension become an important first step in acquiring language skills. Logan (1982) suggested that the teacher provide listening practice by immersing students in a "climate of sound" (p.47), using the target language from the very first day.

The main premise behind Asher's total physical response (TPR) theory in second language teaching is that understanding the spoken language should be developed in advance of speaking. He also believes that understanding should be developed through movement of the student's body, and that students should not be forced to speak. In TPR instruction, students physically respond to commands given by the teacher - the commands are performed with the teacher first, and later, individually (1986).

Another approach to second language learning, by Krashen and Terrell (1983), "the natural approach", also includes extended listening experiences before communication occurs. This method seeks to connect new vocabulary by providing experiences and associations with the words in a meaningful context. The first principle of the natural approach is that comprehension precedes production, and that the production is allowed to emerge in stages.

The first stage consists of a response by nonverbal communication, stage two consists of one-word responses, stage three: combinations of two or three word responses, stage four: responses in the form of a phrase, stage five: responses in full sentences, and stage six: more complex responses.

Curtain (1993) summarizes the importance of an extended listening period:

> Early language experiences should provide many opportunities for listening comprehension (Dulay, Burt & Krashen, 1982). When listening comprehension rather than speaking is emphasized, students associate the new language with meanings before they make a conscious attempt to produce sounds and expressions. During the initial listening period, students are not expected to respond in the target language, but activities are developed early in the program to incorporate the use of all four skills as tools of communication (p. 4).

Pino (1988) recommended that the extended listening period continue after speaking is introduced by regularly using comprehension questions to reinforce the students' listening to each other in class and thus extending their listening practice. Three phases of questioning should be used by the teacher after each activity to extend the material for maximum comprehension practice. Phase one consists of factual questions about the content of the pictures used to introduce the vocabulary - "Who plays baseball?". In phase two the material is personalized by applying the questions to the students - "Alice, do you play baseball?". Phase three checks the students' comprehension on one another's responses - "Luis, does Alice play baseball?".

The next solution strategy addressed is classroom environment and management. If the ability to communicate in a foreign language is to be the

expected outcome of instruction, changes need to be made. Teachers in the traditional classrooms do most of the talking. Studies by Goodlad (cited in Kessler, 1992) show that less than 20 percent of traditional class time is devoted to student language production. Since one student at a time talks, each has only fractions of a minute to talk during a typical 50 minute class with 30 students. Under these conditions there is not much opportunity for communication among the students. "Students adjust to the requirements, answering the short questions in a 'ping-pong' style, or they simply listen passively. Opportunity for students to try out their new language system is minimal" (Kessler, 1992, p. 158).

Classroom activities need to be organized so that students spend much time communicating with each other in small groups. The classroom organization needs to be flexible, allowing for frequent pairing, grouping and moving about of the students and the teacher (Logan, 1985). Since a primary requirement for second language acquisition is the opportunity for frequent and extended interaction in the target language (Kessler, 1992), and given the limits of class size and time, pair work, in which students work with a partner on communicative activities, and cooperative learning, in which students work together in small groups to complete a task or solve a problem, were frequent solutions to the dilemma of providing oral and listening practice in a large class setting.

Cooperative learning and pair work improve communication, lower students' anxiety level, raise their self-esteem, and improve classroom climate (Leinenweber, 1992). Learning a second language through cooperative group work allows students to learn from and teach one another in a supportive environment. They become more proficient in language as a result of group

work because they have more comprehensible input through peer interactions, have better listening skills as a result of responding to what has been said, have longer conversational turns than in whole-class teaching situations, and focus on meaning rather than on accuracy (Kessler, 1992).

> Thanks to cooperative learning, my students are now satisfying some of their needs for freedom and love or at least for fellowship and fun. The most significant improvement I have observed is in their attitude toward learning. When authors suggested that cooperative learning would eliminate control problems and increase on-task time, I had been skeptical (Schultz, 1989/1990, p. 25).

Learning is most likely to occur if it is made meaningful to students. Sadow (1982) stated that students need to be provided with activities that they are interested in solving, and they are most likely to solve them in a supportive, non-threatening environment. Teachers should draw on the learners' past experiences and previous learning from the curriculum (Curtain, 1993). The California State Department of Education in 1985 recommended that communication in the target language have some personal significance to the speakers. (Logan, 1985). "When students experience purposeful personal growth, instead of frustration and discouragement, they enjoy learning and want to continue" (Logan, 1985, p. 4). In order for students to understand and communicate in a second language, their sustained motivation and interest are necessary, as are messages of real concern. "The conditions one experiences when desiring to communicate abroad need to be created or simulated. Boredom, high stress or constant frustration short-circuit the process" (p. 9).

Curtain and Pesola (1988) list key concepts for elementary and middle school foreign language programs. The following concepts relate to class

environment:

1. Successful language learning occurs in a meaningful communicative context,

2. It is organized in terms of concrete experiences that use visuals, props, authentic materials and hands-on activities,

3. It incorporates opportunities for movement and physical activity,

4. It is geared to the students' interest level.

Classroom activities not only need to be relevant to students, they also need to be interesting and address multiple intelligences and creative thinking. As every experienced teacher knows, learners do best at things that interest them (Rubin, 1985). Schools have often been criticized by psychologists and educators for relying almost exclusively on intelligence and left-brained skills and excluding the kinds of activities that would lead to more effective learning by students who are creative or right-brained. To learn a foreign language most effectively, the strengths of different kinds of learning must be utilized.

> Teachers who use a variety of student-centered activities during the language learning process provide the kinds of processing experiences that may help students who process information in different ways. It is the creative interaction of meaningful language and context that helps the most students learn the most language possible (Snyder, 1991, p.1).

Games, right-brained activities, were frequently suggested for foreign language study, since they provide motivation and a sense of play that can enhance both learning and memory (Curtain & Pesola, 1988). Games help and encourage many learners to sustain their interest and work (Wright, Betteridge, & Buckby, 1984). Projects, especially those that include right-brained activities, have a great ability to motivate students. Students interest is aroused, and

motivation is highest, when the problems that the projects are based on are authentic, have some novel elements, and are challenging. Projects of higher quality provide students with choices concerning what to work on, how to approach the problem and have the option of working alone or with others (Berliner & Casanova, 1993).

Glasser's Control Theory of motivation explains that everyone is motivated by the need to satisfy one of five basic needs - survival, belonging, power, freedom and fun. Farris (1990) related Glasser's Control Theory to student needs and possible solutions. To satisfy students' need to belong, a classroom with an accepting atmosphere should be created, and teaching should be in groups, using cooperative learning strategies. To satisfy the need for freedom, Farris suggested involving students in rule-making, providing opportunities for free expression, and encouraging creativity in assignments. To satisfy the need for power, create a student-centered classroom, and give students choices when possible. To satisfy the need for fun, use games and simulations, and encourage students to have a good time learning.

Finally, Zemelman, Daniels, and Hyde (1993) gathered common recommendations from various national curriculum reports. These recommendations included less whole class, teacher-directed instruction; less student passivity; less class time devoted to fill-in-the-blank worksheets, workbooks and other "seatwork"; less attempt by teachers to thinly "cover" large amounts of material; less rote memorization; less stress on competition and grades; more experiential, hands-on learning; more active learning in the classroom; more emphasis on higher-order thinking; more choice for students; and more cooperative, collaborative activity.

A summary of the literature which addressed the problem of student loss

of motivation and interest in first year Spanish class after the novelty of learning a foreign language wore off and the emphasis shifted from communication to grammar suggested the following:

1. Traditional grammatical focus of class should be replaced with a communicative syllabus - grammar should be taught as needed for comprehension or communication, with practice and drill preparing students for a communicative task.

2. Classroom organization needs to be flexible to accommodate the frequent pairings and groupings needed for communicative practice.

3. Emphasis should be on listening comprehension rather than speaking at beginning stages.

4. Teachers need to create the need to understand the target language in class - Greetings, classroom routines, and instruction should be done in the second language.

5. Teachers need to create the need for students to speak the target language - students should use the target language to meet their classroom survival needs.

6. Interesting, meaningful activities that focus on communication and skill usage should be stressed - successful language learning occurs in a meaningful communicative context with language learning activities that are geared to the learners' cognitive and interest levels. Concrete experiences, hands-on activities, and opportunities for movement should be incorporated into language learning, and multiple intelligences and creative thinking should be addressed.

7. Classroom needs to have a non-threatening, supportive environment.

8. Cultural experiences should be incorporated in class activities and

instruction should be set within a global context, comparing components of the target culture with equivalent aspects in other cultures.

Project Outcomes and Solution Components

As a result of changing the emphasis in first year Spanish from grammar to communication during September, 1994 through December, 1994, the targeted group of eighth grade students at the Geneva Middle School will demonstrate an increase in listening comprehension and speaking, while maintaining an understanding of the grammar involved as measured by teacher observation, comprehension checks, oral student presentations, grammar quizzes, and a checklist indicating student frequency in using Spanish during class.

As a result of creating a student-centered class with emphasis on partner work, cooperative groups and meaningful, interesting activities in a supportive classroom atmosphere during the same period from September, 1994 through December, 1994, the targeted eighth grade students will demonstrate an increase in motivation, interest and comfort level as measured by teacher observation, student surveys and student journal entries.

In order to accomplish these terminal objectives, the following strategic procedures are proposed:

1. Curriculum will be revised to have less emphasis on textbook learning and drills.

2. Listening comprehension will be stressed before emphasizing speaking.

3. Learning activities that focus on communication will be developed by the Spanish I eighth grade teacher.

4. Need to understand Spanish will be created by using Spanish for instruction, for giving directions, for disciplining and for directing typical classroom routines.

5. Need to speak Spanish will be created by requiring students to use

Spanish to express and fulfill their needs and wants.

6. Language "passwords" and "ladders" will be developed by the teacher and used daily to accelerate student communication.

7. Partner activities will be created by the teacher to focus on communication.

8. Cooperative groups will be formed to improve communication skills and improve classroom climate.

9. Interesting, meaningful projects and activities with an emphasis on creativity, multiple intelligences, physical movement and a hands-on format will be prepared by the teacher to focus on communication and skill usage.

Action Plan for the Intervention

The action plan has been designed to address the two major solution components - curriculum emphasis and classroom environment and management. It has been designed for the implementation of a student-centered class in first year Spanish with emphasis on communication skills.

During the second week of school, a reflective survey, filled out by high school freshmen enrolled in the second year of Spanish, will be reviewed and summarized by the researcher. The aim of this survey was to identify changes in motivation during first year Spanish and to pinpoint possible causes for the traditional decline in motivation. At the same time, the targeted group of eighth grade students enrolled in first year Spanish will be given a second survey to ascertain their initial interest level, as well as possible underlying causes for a decline in school motivation. The results from this survey will also be reviewed and summarized by the researcher.

Throughout the entire research period, from September, 1994 through

December, 1994, the researcher will observe the targeted students and collect data indicating their level of interest, degree of listening comprehension, speaking ability and understanding of grammatical concepts.

The following outline presents the implementation of the action plan.

1. Revise the curriculum to have less emphasis on textbook learning and drills and more emphasis on communication.
    A. Who: The researcher will plan for and implement this solution strategy.
    B. What: Communicative partner and group activities and projects will be created to replace many of the textbook activities.
    C. When: Development of these activities will take place during summer, 1994, and continue throughout the following school year.
    D. Where: The activities will take place in the eighth grade first year Spanish classes at the Geneva Middle School.
    E. How: The researcher will develop interactive partner activities that create a real need to communicate. The researcher will also develop group activities that promote communication.
    F. Why: Textbook learning and drills are based on a grammatical syllabus which discourages communication. Research has shown that grammar is best taught when it is needed for communication. Since a principle requirement for second language acquisition is the opportunity for frequent and extended communicative practice, partner work and cooperative groups offer solutions to large class size and limited time.
2. Stress listening comprehension before speaking.
    A. Who: The researcher will provide for comprehension activities in

Spanish to precede student speech production.

B. What: A combination of Total Physical Response (TPR) methods and a sequencing of teacher questions to move students from a listening mode to a speaking mode (Krashen's Natural Approach) will be used.

C. When: TPR activities will be developed during summer, 1994, and continue throughout the school year. Asking questions in a sequence that will allow an initial comprehension period will be followed by the researcher during the school year.

D. How: TPR commands, in which students respond with actions instead of verbally, will be prepared to introduce comprehension of new vocabulary. The researcher will also sequence questions based on new vocabulary by initially asking questions that focus on comprehension of the material before requiring oral output - asking questions that require one word responses before building up to complete sentences.

E. Why: Students associate the new language with meanings before they make a conscious attempt to produce sounds and expressions when listening comprehension, rather than speaking, is emphasized.

3. Create a need to understand Spanish.

A. Who: The researcher will create a setting in the classroom that will require student comprehension of Spanish.

B. What: The researcher will use Spanish 80-90 percent of the class time.

C. When: This plan will be implemented from the first week of school

and continue during the school year.

D. How: Spanish will be used for instruction, giving directions, disciplining and performing standard classroom routines with minimal use of English.

E. Why: Students are more motivated to learn if there is a real need for learning, and research has indicated that students learn foreign languages best when their native language is not used for instruction.

4. Create a need for students to speak Spanish.

A. Who: The researcher will create a setting in the classroom that will encourage students to speak Spanish.

B. What: The students' classroom needs and desires will be dependent on their communicating in Spanish.

C. When: Students will start learning classroom survival expressions in Spanish in September, 1994, and continue learning one phrase a day throughout the school year.

D. How: Daily "passwords", classroom survival expressions, will be presented to the students and displayed in the classroom. Students must use the daily "password" before leaving the class.

E. Why: Learning a foreign language in a classroom setting is an unnatural method of language acquisition, but unless students are studying in a foreign country or in an immersion program,it is usually the only method available. In this artificial setting, students rarely have a need to speak in the second language. This need must be created, and teaching functional language chunks to students by means of "passwords" accelerates student

communication.

5. Stress interesting, meaningful activities that focus on communication and skill usage and incorporate physical movement.

   A. Who: The researcher will develop activities to accomplish this solution strategy.

   B. What: Hands-on activities that emphasize creativity, multiple intelligences and physical movement will be created.

   C. When: Activities will be developed during summer, 1994, and continue throughout the school year.

   D. How: Most rote memorization and structural pattern drills will be eliminated. Communicative activities that focus on topics and situations that are typical to students will be emphasized.

   E. Why: Successful language learning occurs in a communicative text that is meaningful and geared to the students' interest level. Research has indicated that to learn a foreign language most effectively, learning should be active and involve movement, and the strengths of different kinds of learning must be utilized.

Activity Sources

The following sources were used in the development of the new Spanish curriculum. They contained many activities that I was able to adapt to my particular situation and inspired me to create others: Abigail and McKay, 1991; Bassano and Christison, 1987; Goodernow, 1991; Grittner,1985; Hahn, Sidney, Michaelis, and Joyce, 1986; Harper, 1981; Hendrickson, 1979; Johnstone, 1989; Klippel, 1984; Lee, 1984; Liskin-Gasparro, 1983; Malay and Duff, 1978; MacDonald and Rogers-Gordon, 1984; McMillan and Madaras,

1974; Nation, 1977; Omaggio, 1978; and Saporita, 1987.

Methods of Assessment

Throughout the action research, assessment will be ongoing. Tests will not be given as they tend to carry too much weight and cause considerable student stress, which lowers motivation. Frequent quizzes will replace the tests. A five-part grading scale will be used to evaluate student progress. Listening and reading comprehension will include oral listening comprehension quizzes and written reading comprehension activities. It will be worth 25% of the quarter grade. Speaking and oral presentations will also be worth 25% of the grade. Speaking proficiency will be measured by individual oral quizzes, use of a checklist to monitor student usage of Spanish, oral quizzes over the daily passwords, and oral presentations of projects to the class. Vocabulary and grammar quizzes, which normally carry the most weight, will now be worth 25%, making them equal to listening and speaking skills. Homework and projects that do not require complete sentences in Spanish will be worth 15%. Each homework assignment is worth two points. Students lose one point a day for late or incomplete work - up to a maximum of two points. Finally, writing proficiency and cultural knowledge will be worth 10% of the grade. Teacher observation, student surveys and student journal entries will be used to measure motivation.

Chapter 4

PROJECT RESULTS

Historical Description of Intervention

The objective of this project was to improve student motivation in Spanish I through communicative activities. To effect this change, two terminal objectives were established. The first terminal objective was that the emphasis was shifted from grammar to communication, whereby the students would demonstrate an increase in listening comprehension and speaking, while maintaining an understanding of the grammar involved. The second terminal objective was that a student-centered class with emphasis on partner work, cooperative groups and meaningful, interesting activities was created, whereby the students would demonstrate an increase in motivation and interest.

To accomplish these terminal objectives, the following strategic procedures were implemented during September, 1994 through December, 1995. They are: the revision of the curriculum to have less emphasis on textbook learning and drills and more emphasis on communication; the emphasis on listening comprehension before emphasizing speaking; the development and use of interesting, meaningful learning activities that focus on communication and skill usage; the creation of the need to understand and use Spanish in the classroom; the creation and use of communicative partner and cooperative group activities; and the development and utilization of meaningful

projects that emphasize creativity, multiple intelligences, and physical movement with a hands-on format.

In order to revise the curriculum so that textbook learning and drill would be less important that communication, the textbook became a supplemental reference for vocabulary, grammatical explanations, and activities rather than the primary source. However, since the Spanish I classes at the Geneva Middle School are required to "cover" the same material as the Spanish I classes offered at the high school, the textbook could not entirely be put aside. Therefore, although the same vocabulary and structures were taught in the Middle School and the High School, the Spanish I classes at the Middle School no longer followed the grammatical focus of the textbook, but, instead, followed a more communicative syllabus. The same material was learned, but with different emphasis and in a different sequence than as presented in the textbook. Most textbook drills were replaced by more meaningful, communicative activities, most of which were developed by the Spanish I teacher/researcher. Grammar was frequently "learned" in song, rather than by the more traditional forms of memorization.

Listening comprehension activities were emphasized before speaking was expected. Total Physical Response (TPR) activities were most frequently used with the class to acquire new vocabulary. However, the researcher quickly found out that the large class sizes this year - 32 to 35 students - made the normal TPR activities difficult. Ideally, individual students or small groups of students should physically be involved with acting out the TPR commands given by the teacher. The theory behind TPR is that each student needs to physically interact with the command, not just to watch other students. With the extremely

large class sizes this year, the students spent too much time watching, instead of doing. When they were not involved, the students lost interest in watching others perform.

The researcher, therefore, started having the students use a modified version of TPR while sitting at their own desks. With this method, all students were physically responding to the teacher commands 100 percent of the time. The students responded to the TPR commands by arranging manipulatives on their desks according to the command. For example, in order to teach food vocabulary, the students each had an envelope which contained paper squares with a different picture of food on each square. The Spanish I teacher had a duplicate set of food pictures on transparency squares. To learn recognition of the food, the students were told to touch or point to a particular food. They would then look at the overhead to see if they had picked the correct picture, as the teacher pointed or touched the correct food picture. After the students were able to identify all of the pictures, the activity was expanded to more complex statements such as: "Put the corn to the left of the ice cream"; "Put the hamburger between the corn and the ice cream"; and "Put the salad on top of the ice cream." On the overhead, the teacher moved the pictures of food according to the commands given, but the overhead was turned off during this activity, so that the students were unable to see the teacher moving the pictures. After a sequence of moves, the overhead was turned on, and students checked their responses. At this early stage of learning vocabulary, there was no pressure put on the students to actually say the words yet, and if a mistake was made, no one knew except the student making the mistake.

The need to understand Spanish was created by the teacher's use of

Spanish in the classroom. The teacher used Spanish 80-90 percent of the time in class. Instruction was mostly in Spanish, directions were given in Spanish, and Spanish was used in disciplining, and performing standard classroom routines. English was only used if the students were not able to understand the general meaning of what was being said.

The need for students to use Spanish in class was created by requiring students to use Spanish to express their feelings, needs and wants. During the research for this project, the one quote that really made the researcher stop and think was "Most of the time, the learner can't say anything he has any reason to say, and has no reason to say anything he can say" (Harvey, as cited in Blair, p. 209). Since vocabulary at the beginning level is naturally very limited, I added the use of daily "passwords" in Spanish to the classroom routine. These passwords were based on classroom survival vocabulary - phrases the students needed to say - and phrases that the students wanted to say. For example, students had to explain in Spanish if they didn't have their homework and where it was. They also had to ask in Spanish to go to the washroom, the nurse, or to get a drink of water. They wanted to know how to say expressions such as "cool", "awesome" and "in your dreams!". The "passwords" were numbered and displayed in the room, so that if a student could not remember the phrase needed, the teacher could tell the student the number of the "password" needed, and the student could find the correct phrase and repeat it. Every day the students learned a new "password", which had to be recited as students left the classroom.

Partner activities that focused on communication were developed and used in class. These were interactive activities with a real need to

communicate. Student interviews, problem solving, completing tasks together with each partner having only half of the information, and people searches are a few examples of the partner activities used in class. Due to large class size, partner drill was the principal method of oral communication utilized by the students. Examples are in Appendix C.

Cooperative group activities and projects with a communicative focus and an emphasis on creativity, multiple intelligences, and physical movement were also utilized. These included skits, fashion shows, preparing salsa, writing Lonely Hearts ads for students in the class, planning & presenting meals, and the creation of a world flag. Examples are included in Appendix D.

The researcher's original plans for the implementation of this research project called for a careful daily blend of four areas - review, listening activities, introduction of new material, and oral practice - usually in the form of partner or cooperative group activities. Although this plan was followed as much as possible, it was not possible to include all four areas in every lesson. This was partly due to time restraints and the large class sizes this year and partly due to the fact that most of the activities used in class had never been "tested" by the researcher, and, therefore, took longer than expected.

Presentation and Analysis of Results

The first terminal objective - shifting the emphasis from grammar to communication - required that the students demonstrate an increase in listening comprehension and speaking, while maintaining an understanding of the grammar involved. Listening comprehension activities were developed to give the students practice with this skill. For example, students were read a description of a monster in Spanish. Individually, they drew on paper what they

heard. In cooperative groups of four students, the students then compared their drawings to find common elements and areas where they disagreed. After reaching a consensus as to the correct features of the monster, the group drew a large picture of the monster, incorporating all of their ideas. These were displayed around the room, and each group explained, in Spanish, their monster. Examples of listening comprehension activities can be found in Appendix E.

To evaluate listening comprehension, the Spanish I students involved in this research project were given aural comprehension quizzes in which the students listened to Spanish and demonstrated their understanding in a variety of ways. The results, shown in Figure 1, indicate that the average grade of all classes combined was 88 percent, or a B+. Last year's students were not given separate listening comprehension quizzes - instead, aural comprehension was included as a part of the unit tests. However, based on teacher observation, this year's students are more proficient in understanding spoken Spanish.

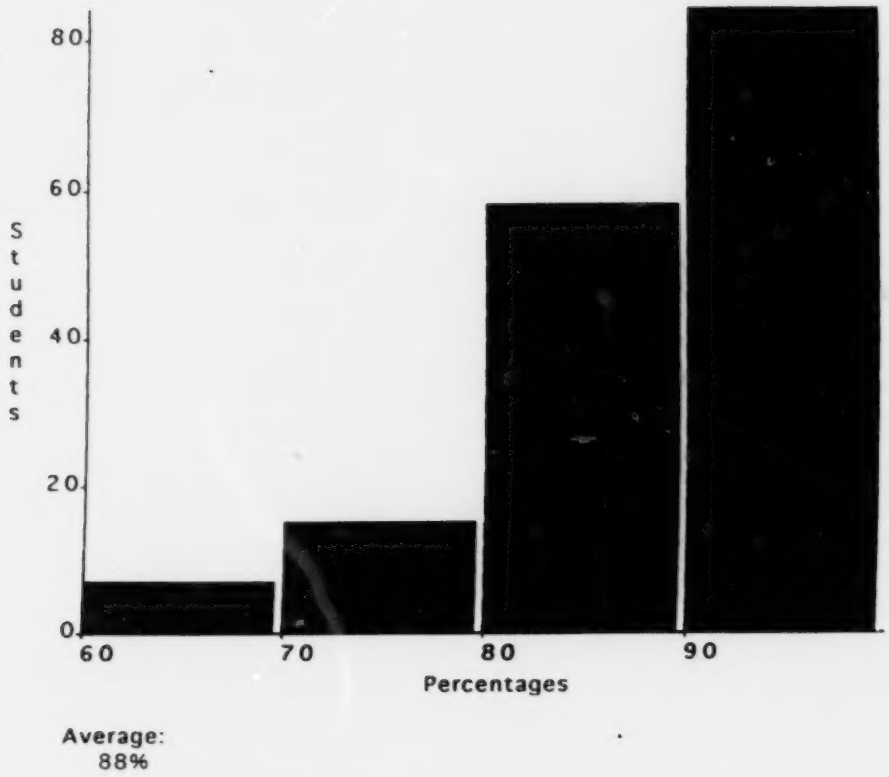

Figure 1

Listening Comprehension

The most significant change expected from the students as a result of switching the curriculum from a grammar based approach to a communicative approach was an increase in speaking ability. Speaking proficiency was measured by individual oral quizzes, by oral presentations, by use of a checklist to monitor student usage of Spanish, and by a comprehensibility grade on vocabulary and grammar quizzes.

The comprehensibility grades indicated whether or not the spelling or grammatical errors made by the students on written quizzes would have

interfered with a native speaker's understanding, if the answers had been expressed orally, instead of in writing. Each vocabulary and grammar quiz was given two grades - one for accuracy and one for comprehensibility. The researcher discovered that many of the spelling and grammatical errors made by the students would not have impeded communication. Since the purpose of this research project was to increase communication, the comprehensibility grade was more important to the researcher than the grammatical and spelling accuracy grade. This is not to imply that accuracy is not important - correct use of grammar avoids misunderstanding during communication. And high school and colleges certainly expect grammatical and spelling proficiency. However, accuracy will develop as the students proceed with the study of the language. The goal in teaching foreign languages should be to produce students who can communicate with a native speakers. As shown in Figure 2, the students would, 84 percent of the time, have been understood by a native Spanish speaker even with their errors.

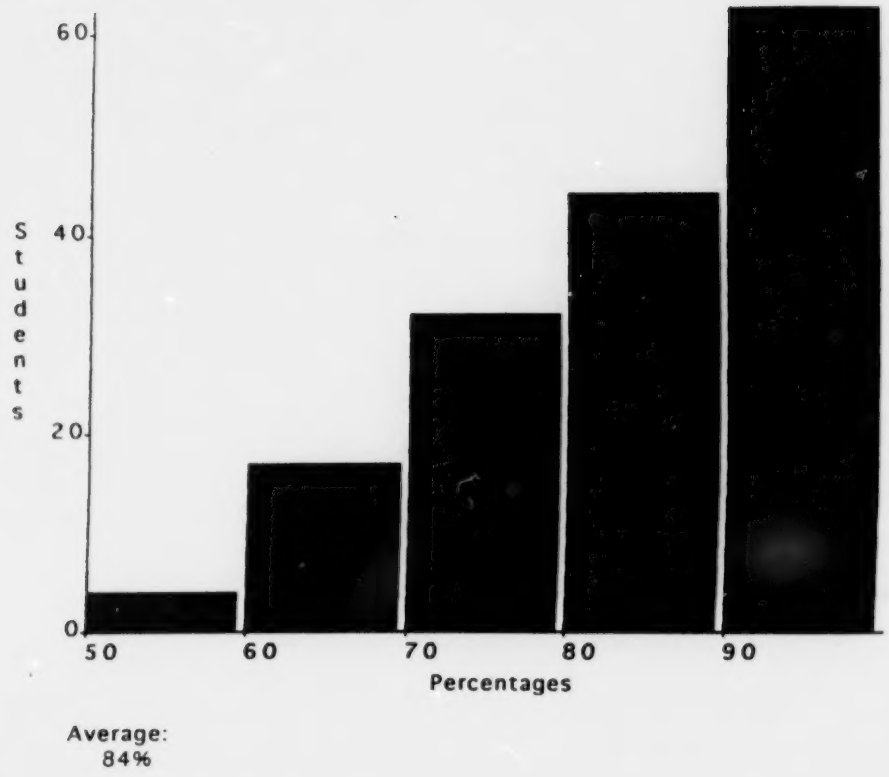

Figure 2

Comprehensibility

Oral quizzes over the daily "passwords" were given individually to the students to assess their ability to use these expressions when needed. The researcher was extremely fortunate in having parent volunteers administer the password quizzes to the students in the hall while the rest of the class continued with other activities. These quizzes were approximately every two weeks. These quizzes were short, consisting of between 12 and 16 expressions, since more than 16 phrases seemed too difficult for the students to remember. The students were given an expression in English and needed to say it in Spanish.

Although the students were responsible for all of the phrases being tested that day, they were only asked half of the expressions, mostly due to the large class sizes. Since last year's student's did not have daily "passwords", these grades can not be compared. However, based on observations from the researcher, parents, substitute teachers, and Spanish tutors who tutor both the high school Spanish students and the Middle School students, there is a definite difference. One mother told the researcher of taking her son and his friends to a Mexican restaurant for dinner and being surprised to have them order in Spanish! Substitute teachers have exclaimed over students coming to them at the beginning of first hour to inform the teacher - in Spanish, of course - that their bus was late and could they go to their lockers. They were amazed to hear the students asking to borrow a book or sharpen a pencil in Spanish. A former Spanish teacher, now tutoring both high school students and middle school students, relates that the eighth grade students involved in this research project can say more of what they want to say than the high school students - even the Spanish II students.

Oral presentations were increased this year, reflecting the shift in emphasis to communication and the shift toward more meaningful activities that emphasized creativity, movement, and multiple intelligences. Examples of these oral presentations are name maps, activity posters, skits, illustrated pull-tab books, and a fashion show. For name maps, the students looked in Spanish dictionaries for adjectives or nouns to describe themselves using each letter of their Spanish name as the first letter of the description. Their names were written vertically on poster board with the descriptive adjective or noun next to each letter. These were orally presented to the class. An example of a

name map can be found in Appendix F.

Students also designed activity posters which were orally presented to the class. The students cut out pictures from magazines or drew pictures of activities that they like to do and wrote a sentence under each illustration saying that they like to do that activity. This was later expanded to show activities that the students are doing today - the present tense - and activities that the students are going to do tomorrow - the future tense.

Preparing and performing skits has always been a favorite with students, but has often been neglected by the researcher in the rush to "finish" the material that the high school Spanish I classes finish. Since the emphasis has shifted to communication in the Middle School Spanish I classes, these oral activities have become more important that "covering" the material. Especially when prepared by the students themselves, skits give the students an important opportunity to combine everything that they have learned - both vocabulary and grammar - into a realistic situation. They also give students a chance to learn new vocabulary that they want to know. Perhaps more importantly, skits get the students excited about learning.

To demonstrate comprehension of new vocabulary, many students chose to create an Illustrated pull-tab book. The students drew pictures of the vocabulary on each page of their book, and cut out a "window" under each picture. Two pieces of paper were glued together to form each page, but the bottom was left open so that a third, smaller piece of paper with a pull-tab on the bottom, could be inserted and shown under each window. The Spanish word for each picture was written on the insert and could be viewed through the windows. As students pulled the pull-tab, the English for each word was shown

on the insert. These were orallly presented to the class.

Another oral project was a fashion show, which the students prepared and presented to the class. In groups of three, the students selected a model, and outrageous outfits were brought in for the model to wear down the "runway". All three students in the group helped prepare the descriptions of the clothing being worn. As the model walked down the runway, accompanied by music, the other two students in the group played the part of the announcers and read the descriptions. This was an enormously successful activity - the students were drilling clothing vocabulary and adjective agreement and position, but it was fun. One of their comments was "I didn't know that learning could be so much fun. Why don't we do more of this?"

A checklist to monitor Spanish usage was also used as one tool to monitor oral participation, but it had to be modified. Originally, a different student each day was given the responsibility of recording the number of times that the students in class used Spanish. Theoretically, this procedure should be an accurate account of Spanish usage. However, the researcher soon realized that some students were repeating the same phrase each day in order to get an oral point, and since it was not feasible to record what each student said each day, it was impossible to keep this from happening . For example, everyday a few students were asking in Spanish to sharpen their pencil, even though their pencil did not need sharpening! Class time was being wasted while students resharpened pencils. Students were even leaving their homework in their lockers on purpose so that they could say two Spanish phrases: "I don't have my homework" and "May I go to my locker?" The checklist became an opportunity to repeat the same phrase every day for credit, instead of expanding

the students' repertoire of phrases. Therefore, the teacher reverted to giving oral points for answering questions, but also gave oral points for initiating questions in Spanish.

The results of the speaking and comprehensibility grades are illustrated in Figure 3. As shown, the average of all classes was 89 percent - the equivalent of a B+. These results are what the researcher had expected to find due to the new emphasis on communication skills.

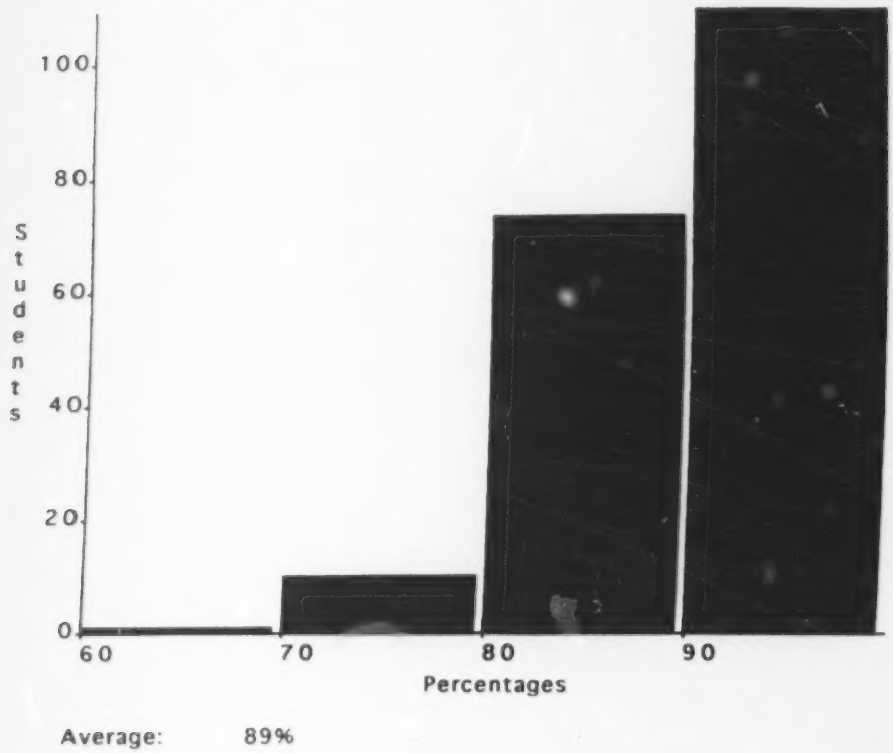

Figure 3

Results - Speaking and Oral Comprehensibility

The researcher was concerned that the emphasis on communication

skills might, however, negatively affect the students' learning of grammar and vocabulary. Since the students from the Spanish I classes at the Middle School take Spanish II as freshmen, it is important that they have the same base as the students who take Spanish I in the high school. The Geneva High School is currently still teaching with the more traditional, grammar-based methods, although they plan to adopt a more communicative approach next year. Therefore, the researcher was compelled to continue emphaszing the grammar and vocabulary in the textbook. It is hoped that next year, when the high school shifts its emphasis toward communication, that grammar will become less important and that the classes will more truly follow a communicative outline.

In comparing the vocabulary and grammar quizzes from last year's eighth grade Spanish I classes and this year's, the researcher noted that there was a decrease in the grades from last year's students to this year's students, although the decrease was minor. As shown in Figure 4, the students last year had an average grade on vocabulary and grammar quizzes of 84 percent . This year's students had an average grade of 81 percent. Since the decrease is not large, it could be due to the shift in emphasis from grammar to communication, to a different student population, or to different quizzes being administered, which stressed application of material learned, rather than the rote memorization that was stressed on last year's quizzes. The researcher was pleased to discover that the fear that the shift in curriculum from grammar to communication would adversely affect the students' learning of grammar was shown to be false. The students demonstrated an understanding of the the grammar that was comparable to last year's students, while at the same time, showing a signficant improvement in oral proficiency.

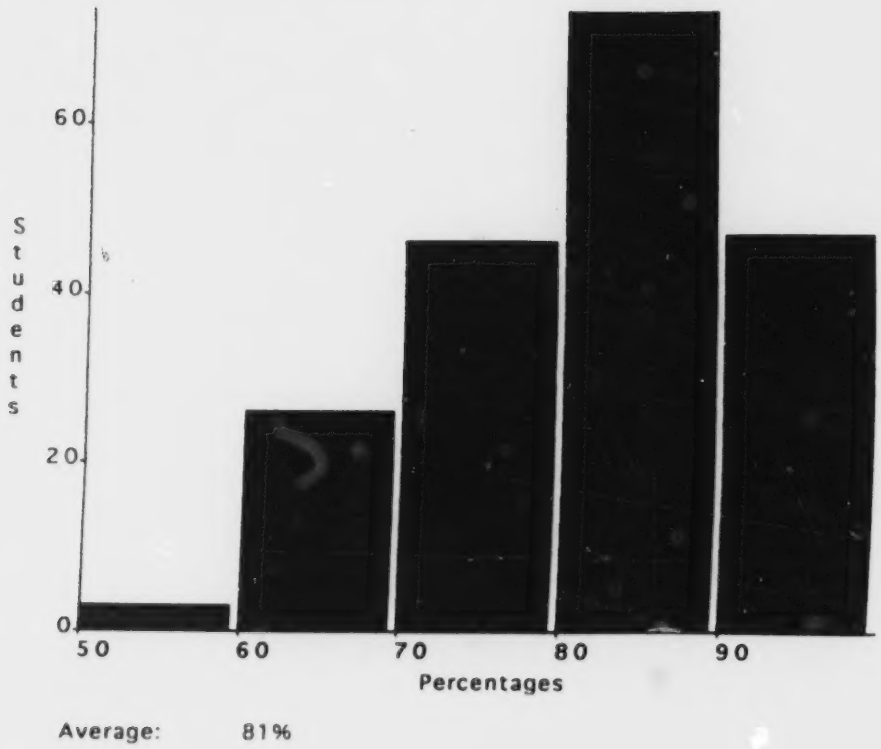

Figure 4

Vocabulary and Grammar

The second terminal objective was to create a student-centered class with emphasis on partner work, cooperative groups, and meaningful activities, whereby the students would demonstrate an increase in motivation and interest. In order to create a student-centered class, partner and cooperative group activities were utilized. In addition to the advantage of providing students with more oral opportunities in a student-centered class, the researcher also believed that motivation would improve. In the more traditional teacher-centered classroom, with class sizes as large as they are in the Geneva Middle

School Spanish I classes this year, each student would have less than one and a half minutes a day to speak in Spanish with the teacher - providing, of course, that it was not necessary to take care of classroom routines, review homework, or explain new material. Since communication can not be achieved without the opportunity to speak, oral partner activities became extremely important. The researcher also believed that partner activities have the advantage of improving motivation, as all students are actively involved, and therefore, less likely to be bored than they would be if they were listening to the teacher or other students all of the time.

As indicated earlier in this research report, the freshmen students in Spanish II who rated last year's Spanish I class at the middle school indicated that their motivational level declined each quarter. They were divided in their response as to whether the focus of grammar affected the decline in motivation, which led the researcher to conclude that although the emphasis on grammar during the second to fourth quarters was an important factor in the loss of interest, it was definitely not the only one. The researcher concluded that the traditional teacher-centered class was probably also a cause.

Two surveys were given to the eighth grade students in this research project - one after the first quarter and one after the second quarter - with the purpose of accessing motivational levels. These surveys can be found in Appendix G and H. The results of these surveys are in Table 6. The results from the first quarter survey indicate that 99 percent of the students either answered that they liked the class or thought that the class was O.K. Seventy-nine percent of the students also responded that the class atmosphere was O.K. with 21 percent responding that it was either too strict at times or too strict most

of the time. Ninety-nine percent of the students indicated that most of the classroom activities were either fun or O.K. The results from the second quarter survey indicated that 88 percent of the students either answered that they liked the class or thought the class was O.K. 12 percent said that they did not like the class. This is an decrease in satisfaction of 11 percent from the first quarter, and is probably a reflection of the difficulty some of the students were having with the written quizzes during the second quarter. Eighty-four percent of the students responded that the class atmosphere was O.K., with 16 percent responding that it was either too strict at times or too stict most of the time. While rating the activities during the second quarter, 99 percent indicated that the activities were either fun or O.K. The researcher was extremely pleased that 99 percent of the students during both quarters felt that most of the activities were fun, as a great deal of time and effort had been spent on revising the curriculum to emphasis communication and meaningful projects that would allow for creativity, multiple intelligences, physical movement and hands-on opportunities to learn.

Table 6

1st Quarter Survey

	Number of Students	Percentage
Overall Feeling about the Class		
I like the class	108	68%
The class is O.K.	49	31%
I don't like the class	3	1%
Rating of Class Activities		
I liked most of the activities	103	63%

The activities were O.K.	58	
I didn't like the activities	2	1%
Rating of Class Atmosphere		
O.K.	127	79%
Strict at times	33	20%
Too strict most of the time	2	1%
2nd Quarter Survey		
Overall Feeling about the Class		
I like the class	52	33%
The class is O.K.	86	55%
I don't like the class	17	12%
Rating of Class Atmosphere		
O.K.	131	84%
Strict at times	12	8%
Too strict most of the time	12	8%

Some of the comments that the students wrote on the surveys are worth noting, as they address the question of motivation. "I love Spanish - it's a lot of fun and the class is always fun!", "I'm really starting to like this class.", "You're doing a good job at making it cool.", "The class is better than I thought it would be.", "The second quarter was more fun than the first.", "The class is more fun than I originally thought it would be.", "I feel that this is a creative class. We have lots of homework at times, but it's fun to learn Spanish. I feel we should do more skits - they are very effective.", "It's interesting that there could be a lot of action in learning.", "Skits are fun because they are funny and very well

written.", "It's fun not to have to sit in our desks the whole time." Even though the original premise of this project was to structure lessons and activities to have a communicative focus with an emphasis on multiple intelligences during the time period of September, 1994 through December, 1994, the researcher discovered that both the students and the teacher thoroughly enjoyed this change in emphasis. The researcher, therefore concluded that this change would be a permanent one.

Conclusions and Recommendations

Based on the presentation and analysis of the data collected regarding motivation, listening comprehension, speaking proficiency, grammar and vocabulary grades, the students involved in this research project have either maintained or improved in all areas with the exception of the vocabulary and grammar average, which decreased by three percent. The shift in emphasis to communication from grammar has made an impact on the students ability to communicate. Two areas are of particular note - the students' ability to say what they want and need to say far surpasses that of students in other years, and motivation and interest has improved markedly. Both the students and the teacher are enjoying the new format of the class.

More changes need to be made, and the researcher is planning on continuing to revise the curriculum to reflect these changes. The researcher feels that more listening comprehension activities and assessments need to be developed, as this area seemed weaker. More student-centered activities also need to be developed to continue moving the class away from a teacher-centered class, to provide more oral opportunities for each student, and to increase interest. These activities need to allow for creativity, multiple

intelligences and physical movement. Lastly, the Geneva High School Spanish department needs to shift its curriculum from the traditional, teacher-centered, grammar-based classes to an emphasis on communication. The high school has agreed to make these changes next year, so the transition from the middle school communication-based Spanish classes to the high school should be eased. The researcher will share with the high school teachers all materials that have been developed as a result of this research project.

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Appendices

Appendix A

Survey Given to Spanish II Students Evaluating Spanish I Class

SPANISH SURVEY

In an effort to improve the Spanish I curriculum and to better meet the needs and interests of the students enrolled in class, please answer the following questions based on your last year's Spanish I class. The results will be compiled and used as a guide in curriculum development.

1. I was looking forward to studying Spanish when I enrolled.
   A. yes
   B. no
   C. a little
2. My motivation and interest in Spanish was the highest during:
   A. the first quarter
   B. the second quarter
   C. the third quarter
   D. the fourth quarter
   E. the same in all four quarters
3. My motivation and interest in Spanish was the lowest during:
   A. the first quarter
   B. the second quarter
   C. the third quarter
   D. the fourth quarter
   E. the same in all four quarters
4. After the preliminary lessons, grammar was studied along with vocabulary. Indicate below how the introduction of grammar affected your motivation and interest in the class.

A. my motivation and interest increased.

B. my motivation and interest decreased.

C. there was no effect on my motivation and interest.

5. In your opinion, which of the following situations could lower student motivation in a foreign language class. Circle ALL choices that you think would apply.

A. emphasis on textbook learning and drill.

B. few opportunities to orally practice what is being learned due to large class size and time constraints.

C. having a teacher-centered class, where most of the class time is spent in teacher interaction with the whole class, as opposed to a students working in groups for part of the time.

D. students are passive learners (little opportunity to move around)

E. a strict class atmosphere

F. class activities that are not meaningful and/or interesting

G. emphasis on learning skills rather than using skills

6. From the seven choices above, list in order (with number 1 being the most important), the top three reasons that motivation and interest could decline in foreign language study.

1._____

2._____

3._____

Appendix B

Survey on Motivation & Preferences Given to Eighth Grade Spanish I Students

SURVEY - Eighth Grade Spanish Students

In an effort to improve the Spanish I curriculum and to better meet the needs and interests of the students enrolled in class, please answer the following questions. The results will be compiled and used as a guide in curriculum development.

1. Are you looking forward to learning Spanish?
    A. yes
    B. no
    C. somewhat
2. Which type of class do you prefer?
    A. a class where the teacher explains the material and calls on students to practice it.
    B. A class where the teacher explains the material and the material is practiced in small groups or with a partner.
3. Would you rather. . .
    A. do exercises from the book to practice new material?
    B. do a project to practice new material?
4. To practice speaking skills which are you more comfortable with?
    A. talking in front of the class
    B. talking with a small group of students
    C. talking with a partner

5. Which are you least comfortable with?

   A. talking in front of the class

   B. talking with a small group of students

   C. talking with a partner

6. Which of the following activities would you prefer to do?

   A. interview students on their likes and dislikes

   B. make up a game to be played in class

   C. answer questions from the teacher

7. Which of the following activities would you least prefer to do?

   A. interview students on their likes and dislikes

   B. make up a game to be played in class

   C. answer questions from the teacher

8. Do you prefer to work on projects

   A. alone?

   B. with other people?

9. To review homework, are you more comfortable with:

   A. going over it in a small group?

   B. going over it with the whole class - teacher calling on individual students?

10. Which would you be (are you) most nervous about doing in front of the class?

   A. giving an oral presentation alone

   B. doing a skit with other students

11. Do you learn better (like more) a class where you . . .

   A. move around?

B. stay in your assigned seats?

12. Which activity would you rather do in Spanish class?

    A. a skit

    B. write a letter to a pen pal

13. To practice clothes vocabulary, would you rather:

    A. plan a fashion show with your group?

    B. find pictures of clothing, write a description of them and orally present it to the class?

14. Do you like (think you would like) doing skits & plays in class?

    A. yes

    B. no

15. Would you rather . . .

    A. memorize a list of numbers?

    B. play a game using numbers?

Appendix C

Oral Partner Activities

"ME GUSTA" PARTNER ACTIVITY

With a partner, take turns stating 5 preferences from the list below - activities that you like or do not like. Your partner should agree or disagree with each of your statements by responding with one of the rejoinders in the right column, and he should take note of your preferences by drawing lines connecting the verbs to the activities mentioned. You will both be responsible for stating your **partner's** preferences to another pair of students.

Me encanta	jugar al béisbol	REJOINDER
Me gusta mucho	jugar al básquetbol	Yo también.
Me gusta	jugar al fútbol	Ni yo (not me).
No me gusta	jugar al fútbol americano	Yo tampoco (me
Detesto	jugar al tenis	neither).
	montar en bicicleta	
	esquiar	
	nadar	
	cantar	
	ir a la escuela	
	ir al cine	
	leer	
	cocinar	
	hablar español	
	tocar la guitarra	

bailar

A / B PARTNER ACTIVITY - BODY PARTS

BUS CRASH

There has been a terrible bus crash. Everyone is missing a body part. You and a partner have to work together to get the facts straight for the police report.

First, both partners should fill in the body part that is missing in each picture on the left side of the paper. Compañero A reads a name from the right column of his paper. Compañero B looks for the name on the left side of his paper and reads his sentence, filling in the blank with the missing body part. Compañero A writes the answer down. Compañero B now reads a name from the right column of his paper, etc.

Compañero A - Colisión del autobús

Alicia no tiene: _____

Roberto no tiene: _____

Pepe no tiene: _____

Ana _____

Cristina no tiene: _____

Juan _____

Mateo no tiene: _____

Carlos _____

Isabel no tiene: _____

María _____

Pancho no tiene: _____

Cindita _____

A / B PARTNER ACTIVITY - BODY PARTS

BUS CRASH

There has been a terrible bus crash. Everyone is missing a body part.

You and a partner have to work together to get the facts straight for the police report.

First, both partners should fill in the body part that is missing in each picture on the left side of the paper. Compañero A reads a name from the right column of his paper. Compañero B looks for the name on the left side of his paper and reads his sentence, filling in the blank with the missing body part. Compañero A writes the answer down. Compañero B now reads a name from the right column of his paper, etc.

Compañero B - Colisión del autobús

Juan no tiene: _____

Mateo no tiene: _____

María no tiene: _____

Pancho _____

Roberto no tiene: _____

Isabel _____

Cindita no tiene: _____

Cristina _____

Ana no tiene: _____

Alicia _____

Carlos no tiene: _____

Pepe _____

Guess who's coming to dinner? - Find your dinner partner

Directions: Each student is given a card listing foods and beverages ordered by the student and by a mystery dinner companion. Students try to find their mystery dinner date by asking others what they have ordered. The students find their mystery companion when they find the student who is ordering the same foods as listed on their card.

TÚ	TU COMPAÑERO
sandwich de jamón	hamburguesa
queso	queso
mantequilla	papas fritas
ensalada	ensalada
leche	refresco

TÚ	TU COMPAÑERO
hamburguesa	sandwich de jamón
queso	queso
papas fritas	mantequilla
ensalada	ensalada
refresco	leche

TÚ	TU COMPAÑERO
sandwich de jamón	hamburguesa
pan	pan
queso	mantequilla
mantequilla	refresco
leche	helado

TÚ	TU COMPAÑERO
hamburguesa	sandwich de jamón
pan	pan
mantequilla	queso
helado	mantequilla
refresco	leche

COMPAÑERO A

Direcciones: Con un compañero, descubre cuales (which) dibujos son diferentes y cuales son idénticos. La persona con un asterisco (*) delante de (in front of) su número, empieza (begins). Escribe "+" en la línea si los dibujos son idénticos, y escribe "-" si los dibujos son diferentes.

* 1. _____

2. _____

* 3. _____

4. _____

* 5. _____

6. _____

¿QUÉ HAY PARA COMER? (WHAT IS THERE TO EAT?)

COMPAÑERO B

Direcciones: Con un compañero, descubre cuales (which) dibujos son diferentes y cuales son idénticos. La persona con un asterisco (*) delante de (in front of) su número, empieza (begins). Escribe "+" en la línea si los dibujos son idénticos, y escribe "-" si los dibujos son diferentes.

* 1. _____

2. _____

* 3. _____

4. _____

* 5. _____

6. _____

¿QUÉ TE GUSTA MÁS? - A

Give your answer on line A - You do not need to use complete sentences. Then ask questions to find someone with a <u>different</u> answer than you. Write his / her **name and answer** on line B.

1. ¿Qué te gusta más,
   cocinar, A. _____
   comer o B. _____
   leer?
2. ¿Qué te gusta más,
   cantar, A. _____
   bailar o B. _____
   escuchar discos?
3. ¿Qué te gusta más,
   estudiar, A. _____
   trabajar o B. _____
   practicar deportes?
4. ¿Qué te gustan más,
   los viernes, A. _____
   los sábados o B. _____
   los domingos?
5. ¿Qué te gusta más,
   la música rock, A. _____
   la música popular o B. _____
   la música clásica?

6. ¿Qué te gustan más,

   los plátanos, A. _____

   las manzanas o B. _____

   las naranjas?

7. ¿Qué te gusta más,

   el pollo, A. _____

   el pavo o B. _____

   la carne?

8. ¿Qué te gustan más,

   las hamburguesas, A. _____

   las hamburguesas coon lechuga y tomate o B. _____

   las hamburguesas con cebolla y queso? _____

¿QUÉ TE GUSTA MÁS? - B

Give your answer on line A - You do not need to use complete sentences. Then ask questions to find someone with a different answer than you. Write his / her **name and answer** on line B.

1. ¿Qué te gusta más,

   nadar, A. _____

   esquiar o B. _____

   montar en bicicleta?

2. ¿Qué te gusta más,

   leer, A. _____

   escuchar la radio o B. _____

   mirar la tele?

3. ¿Qué te gusta más,

   jugar al básquetbol, A. _____

   jugar al béisbol o B. _____

   escuchar discos?

4. ¿Qué te gusta más,

   abril, A. _____

   agosto o B. _____

   enero?

5. ¿Qué te gusta más,

   tu cumpleaños, A. _____

   la Navidad o B. _____

   el 4 de Julio?

6. ¿Qué te gustan más,

   los sandwiches de queso, A. _____

   los sandwiches de jamón o B. _____

   los sandwiches de jamón y queso?

7. ¿Qué te gusta más,

   el jugo de naranja, A. _____

   el jugo de manzana o B. _____

   el chocolate?

8. ¿Qué te gustan más,

   los guisantes, A. _____

   los frijoles o B. _____

   las zanahorias?

INVENTARIO DE LA CLASE - A

Direcciones: Tú y un compañero tienen la responsibilidad de tomar un inventario de los objetos en la clase. Completa lo siguiente (the following):

I. Cuenta el número de objetos en tu lista y escribe el número en la línea.

Tú: número

¿pizarras? _____

¿escritorios? _____

¿chicos (masculinos) _____

¿papeleras? _____

¿paredes? _____

¿borradores? _____

¿banderas? _____

¿mapas? _____

¿sillas? _____

II. Túrnate con su compañero preguntando: "¿Cuántos (as) _____ hay?". Escribe sus contestaciones.

1. pupitres _____
2. mesas _____
3. chicas _____
4. relojes _____
5. sacapuntas _____
6. estantes de libros _____
7. carteles _____
8. tizas _____
9. ventanas _____

_____

INVENTARIO DE LA CLASE - B

Direcciones: Tú y un compañero tienen la responsibilidad de tomar un inventario de los objetos en la clase. Completa lo siguiente (the following):

I. Cuenta el número de objetos en tu lista y escribe el número en la línea.

Tú: número

¿pupitres? _____

¿mesas? _____

¿chicas? _____

¿relojes? _____

¿sacapuntas? _____

¿estantes de libros? _____

¿carteles? _____

¿tizas? _____

¿ventanas? _____

II. Túrnate con su compañero preguntando: "¿Cuántos (as) _____ hay?". Escribe sus contestaciones.

1. pizarras: Hay _____
2. escritorios_____
3. chicos (masculino) _____
4. papeleras_____
5. paredes _____
6. borradores _____
7. banderas _____
8. mapas _____
9. sillas _____

_____

ENTREVISTA - A

DIRECCIONES: túrnate con un compañero preguntando y contestando las preguntas siguientes. Pregunta a un compañero las pregntas siguientes. Escribe sus contestaciones en las líneas.

1. ¿Con quién te gusta hacer la tarea?

2. ¿Te gusta practicar deportes?

3. ¿Te gusta estudiar para exámenes?

4. ¿Qué deporte te gusta más?

ENTREVISTA - B

DIRECCIONES: túrnate con un compañero preguntando y contestando las preguntas siguientes. Pregunta a un compañero las pregntas siguientes. Escribe sus contestaciones en las líneas.

1. ¿Te gusta hablar español?

2. ¿Te gusta ayudar en casa?

3. ¿Con quién te gusta hablar por teléfono?

4. ¿Te gusta más la música popular o la música clásica?

SOY YO - (THIS IS ME)

PARTE I: Escribe cinco frases describiéndote (describing yourself). ¡**NO**

ESCRIBE TU NOMBRE !

Frase 1: con un adjetivo descriptivo ("Soy . . . alto, moreno,"etc.)

Frase 2: de donde eres. ("Soy de . . . ")

Frase 3: una actividad que te gusta (béisbol, nadar, etc.)

Frase 4: tu amigo(a) mejor (best). ("Mi amigo(a) mejor se llama _____.")

Frase 5: tu comida favorita. (helado, queso, etc.)

¡**NO** muestra (show) tu párrafo a otro estudidante!

Parte II:

Todos tienen una descripción de otro estudiante. Descubre (discover) de quien es por (by) hacer preguntas:

¿Eres de __Geneva__ ?

¿De dónde eres?

¿Te gusta __jugar al béisbol?

¿Es __(Juan Smith)__ tu amigo mejor?

¿Quién es tu amigo mejor?

¿Cuál es tu comida favorita?

¿Te gusa __el helado__ ?

Cuando encuentras (when you fine) la persona que corresponde a tu descripción, escribe su nombre en el papel y lo da (give it) a la profesora.

ENTREVISTA - "FUTURO" - A

Ask your partner the following questions about what he or she is going to do.

Record his / her answers.

Voy a + infinitive (-ar) = I am going to . . .

(Juan) va a + infinitive = Juan is going to . . .

esta noche = tonight

1. ¿Cuándo vas a estudiar esta noche?

_____

2. ¿A qué hora vas a mirar la tele?

_____

3. ¿Adónde vas a ir después de (after) la escuela?

_____

4. ¿Cuándo vas a ir a la escuela mañana?

_____

5. ¿Qué vas a hacer mañana?

_____

6. ¿Vas a estudiar esta noche?

_____

_____

ENTREVISTA - "FUTURO" - B

Ask your partner the following questions about what he or she is going to do.

Record his / her answers.

Voy a + infinitive (-ar) = I am going to . . .

(Juan) va a + infinitive = Juan is going to . . .

esta noche = tonight

1. ¿Vas a lavar los platos esta noche?

_____

2. ¿A qué hora vas a comer?

_____

3. ¿Adónde vas a ir después de (after) la clase de español?

_____

4. ¿Cuándo vas a ir al cine?

_____

5. ¿Qué vas a hacer el sábado?

_____

6. ¿Vas a estudiar el domingo?

_____

Appendix D

Cooperative Group Activities

VAMOS A TENER UNA COMIDA

Instrucciones: Creen (create) un menú para una comida (dinner) con su grupo. El menú debe tener (should have) una variedad de colores, texturas, y formas. Todos los estudiantes en su grupo necesitan estar de acuerdo (need to agree) con todo el menú y ellos deben gozar (should enjoy) todo el menú.

Partes (roles):

1. Todas las personas en el grupo tienen responsibilidad para tener representado cada (each) grupo de comida - lechería (dairy) - (leche, queso, huevo); carne o ave;
frutas; vegetales; postre; y bebidas.
2. Una persona en el grupo es el registrador (recorder) y tiene que escribir y dibujar el menú en una hoja de papel. Nombre de la persona:

_____

Vocabulario:

1. Vamos a servir _____ - let's serve _____.
2. Me gusta (mucho) _____. - I like _____ (a lot).
3. No me gusta _____. - I don't like _____.
4. Nos falta _____ - We need _____. (un color diferente, una textura diferente, una forma diferente, una carne, una bebida, etc.)

CORAZONES SOLITARIOS - (LONELY HEARTS)

Su grupo va a encontrar (is going to find) una cita (a date) para la persona en

su pedazo de papel. Escriban un anuncio (ad) personal para "LOS CORAZONES SOLITARIOS" de un periódico. Escriban en la primera persona - con yo. Describan la persona, las actividades que le gusta, su edad (his / her age), etc.

MODELO:

Soy una muchacha. Soy alta y muy delgada. Tengo trece años (I'm 13 years old). Soy estudiante (buena). Me gusta bailar y escuchar la música popular. También me gustan los deportes.

***

roja) y "vender" la ropa en tus tarjetas de vender (las tarjetas azules).

DIRECCIONES:

1. Escribe el precio en lápiz al fondo (at the bottom) de cada tarjeta. El precio indica cuanto quieres (you want) pagar para la ropa que tú necesitas comprar, y cuanto vas a preguntar (how much you are going to ask) para la ropa que necesitas.
2. Trata (try) to comprar y vender su ropa a otros estudiantes en la clase. Hay dos vendedores (sellers) para cada artículo de ropa - es necesario regatear (to bargain) para el precio mejor (best). Sigue el modelo.
3. Es posible que necesitas cambiar el precio que escribiste en tus tarjetas. (You may need to change the prices that you wrote on your cards).
4. Siéntate cuando completas la actividad.

MODELO:

VENDEDOR:	¿Qué desea Ud.?
COMPRADOR:	Me gustaría comprar _____.
	Quiero comprar _____.
	Busco _____.
	¿Tiene Ud. (do you have) _____?
	Necesito (I need) _____.
VENDEDOR:	Sí, tengo (I have) _____.
	No, no tengo _____
COMPRARDOR:	¿Cuánto cuesta(n)?
VENDEDOR:	Cuesta(n) _____ dólares.
COMPRARDOR:	Es caro.
	Es barato.
	Está bien.

No está bien.

No quiero gastar más que _____ dólares. (I don't want to spend more than _____ dollars.)

VENDEDOR: Bueno.

Aquí está. (Here it is.)

Lo siento, señor. Mi precio mejor (my best price) is _____.

ESPECTÁCULO DE MODAS - (FASHION SHOW)

La clase va a tener un espectáculo de modas. Su grupo tiene que (has to) planear una parte del espectáculo. Decide en una persona para ser modelo(a). Trae (bring in) a la clase una variedad de ropa extraordinaria para su modelo. Los modelos van a llevar la ropa y caminar abajo de la senda (down the runway) delante de la clase. Su grupo tiene que escribir una descripción de la ropa y lee la descripción a la clase.

¡ ¡ ¡ **DIVIÉRTENSE** ! ! !

Vocabulario Adicional:

checks - cuadros	stripes - rayas	flowers: flores
flowing - fluído	sleeves - mangas	pocket - bolsillo
abstract design - diseño abstracto	silk - de seda	cotton - de algodón
rayon - de rayón	wool - de lana	flannel - de franela
sweatshirt - sudadera	bombacho - loose fitting	bow tie - pajarita
ribbon - banda		

¿Quién quiere ser . . . ? - Who wants to be . . .?

¿Quieres ser . . . ? - Do you want to be . . .?

Quiero ser . . . - I want to be . . .

Me gustaría ser . . . - I would like to be . . .

Voy a ser . . . - I'll be. . .

Tú puedes ser . . . - You can be . . .

¿Quién tiene. . . (una camisa fea)? - Who has . . . ?

¿Qué ropa tienes? - What clothes do you have?

UNA BANDERA DEL MUNDO

Direcciones:

1. Con su grupo, creen (create) una bandera que representa todas las personas en todos los países del mundo. Uds. necesitan decidir en la forma (shape), colores y diseños (designs) para la bandera. Usen las "Decisiones Para tu Grupo" para ayudarles.
2. Dibujen y coloreen la bandera en papel grande.
3. Escriban las contestaciones a la "Explicación de Nuestra Bandera del Mundo".
4. Presenten oralmente su bandera a la clase. Todas las personas en su grupo necesitan presentar oralmente una parte a la clase: una persona lee la contestación de #1, otra persona #2, etc.

Decisiones Para tu Grupo:

1. ¿Cuál forma vamos a tener (shall we have)?
   ¿Cuál es la significación de la forma (expliquen en inglés, si es necesario)?
2. ¿Cuáles colores vamos a tener?
   ¿Cuál es la significación de los colores?
3. ¿Vamos a tener diseños / símbolos?
   ¿Cuáles? ¿Dónde?

Vocabulario:

círculo, cuadro (square), rectángulo, rombo (diamond), estrella (star), línea, flecha (arrow), corazón (heart), paz (peace), pájaro, paloma (dove), niños (children), amigos, país

La Significación de los Colores:

rojo - valor (courage), pasión

blanco - idealismo, sinceridad

negro - romanticismo, misterio

amarillo - energía

azul - calma, optimismo

morado - melancolia, tristeza (sadness)

verde - paciencia

anaranjado - valor, iniciativa (initiative)

EXPLICACIÓN DE NUESTRA BANDERA DEL MUNDO

Escriban las contestaciones y presenten oralmente a la clase.

1. La forma de nuestra bandera es _____ porque_____

_____

2. Los colores de la bandera son:

_____

_____

3. La significación de los colores en la bandera son:

_____

_____

_____

_____

(modelo: "negro porque es misterioso".)

4. Los símbolos en la bandera son: (Miren en un diccionario para el vocabulario nuevo. Escriban el español y el inglés.)

_____

_____

_____

_____

5. La significación de los símbolos es: (si es necesario, expliquen en inglés):

_____

_____

_____

_____

_____

COOPERATIVE CAROUSEL - "FUTURO"

Directions: In groups of four, students move from station to station, reading and writing the answers to the questions at each station. Each group writes its answer on the paper at each station - all groups write on the same sheet of paper, including their team letter to differentiate answers. Time is called after 1 minute, and the groups move to the next station. One extra credit point is given to each team for every correct answer. The questions at each station are below.

1. ¿Voy a llevar ropa diferente mañana?
2. ¿Qué vamos a hacer a las 3:20?
3. ¿Quién va a cocinar la comida?
4. ¿Va usted a estudiar con amigos?
5. ¿Qué vas a llevar para la fiesta?
6. ¿Adónde van a ir los muchchos después de la clase de español?
7. ¿Cuándo van Uds. a practicar el español?

Appendix E

Listening Comprehension Activities

NUMBER DOT-TO-DOT - TEACHER SCRIPT

Parte I: Listening Comprehension. Read the following numbers while students connect the dots.

1. uno	2. tres	3. dieciséis
4. doce	5. dos	6. treinta y dos
7. catorce	8. cuarenta	9. cuarenta y cuatro
10. cuarenta y uno	11. diecisiete	12. cuatro
13. cinco	14. cincuenta	15. veinticinco
16. treinta	17. treinta y uno	18. ocho
19. diecinueve	20. veinte	21. veintiséis
22. cincuenta y cuatro	23. cincuenta y tres	24. cuarenta y nueve
25. treinta y siete	26. diez	27. veintisiete

Parte II - Reading Comprehension - students read numbers on dot-to-dot as they complete the dot-to-dot.

once

cincuenta y dos

cuarenta y dos

treinta y tres

treinta y cuatro

cuarenta y tres

dieciocho

siete

cincuenta y uno

treinta y seis

veintiuno

trece

veinticuatro

seis

cuarenta y ocho

treinta y ocho

veintiocho

cuarenta y siete

cuarenta y cinco

cuarenta y seis

quince

treinta y cinco

treinta y nueve

veintitrés

veintinueve

veintidós

cincuenta y cinco

BEST COPY AVAILABLE

DESCRIPCIÓN - LISTENING COMPREHENSION PRACTICE

Directions: The teacher reads the following description as students draw what they hear. This can be done individually or with a partner. If using partners, partner A should draw a picture for the first sentence that is read by the teacher. The paper is then handed to partner B, who adds to the picture by drawing a picture as the second sentence is read. The paper is passed back and forth until the entire description has been read and drawn. These are then shared with the class.

"Hay una mujer alta a la izquierda de un chico pequeño. La mujer es delgada, rubia y tiene el pelo largo. Ella lleva una blusa amarilla, una falda azul y zapatos negros. También lleva una chaqueta azul. El niño es un poco gordo con el pelo corto. Es moreno. Él lleva un suéter rojo, pantalones cortos que son azules, calcetines blancos y rojos y zapatos de tenis blancos. Hace buen tiempo y hace mucho sol. El chico tiene un helado en su mano derecha. Hay una casa grande a la derecha del dibujo. Hay un gato negro delante de la casa."

DIBUJEN UN MONSTRUO

Partners pass a paper back and forth, each drawing what he hears as the teacher reads the following description. The final products are displayed and differences are discussed. Each set of partners needs a green, blue, yellow and red marker / crayon.

EL MONTRUO TIENE DOS CABEZAS - DIBUJEN LAS DOS CABEZAS GRANDES.

DIBUJEN UNA NARIZ LARGA EN CADA CABEZA.

DIBUJEN UN SÓLO OJO EN UNA CABEZA.

DIBUJEN TRES OJOS EN LA OTRA CABEZA.

EN UNA CABEZA, DIBUJEN UNA BOCA GRANDE CON TRES DIENTES VERDES,

DIBUJEN UNA BOCA GRANDE CON UN DIENTE ROJO EN LA OTRA CABAEZA.

PARA LAS DOS CABEZAS, DIBUJEN UN CUERPO GORDO.

DIBUJEN CUATRO PIERNAS PEQUEÑAS,

EN DOS PIERNAS, DIBUJEN DOS PIES ROJOS Y ENORMES.

EN LAS OTRAS DOS PIERNAS, DIBUJEN DOS PIES VERDES Y PEQUEÑAS

DIBUJEN TRES BRAZOS ROJOS - SIN MANOS.

DIBUJEN TRES MANOS AZULES - UNO ENORME, UNO GRANDE, Y UNO PEQUEÑO.

DIBUJEN PELO VERDE EN UNA CABEZA.

DIBUJEN PELO AMARILLO EN LA OTRA CABEZA.

EL CUERPO ES AMARILLO.

LISTENING COMPREHENSION QUIZ - LOS NÚMEROS 1 - 39

Teacher's Script

I. Escuchen a los números y escríbanlos en números - no en palabras. (1 pt.)

1. trece
2. veintinueve
3. treinta
4. tres
5. doce
6. cinco
7. veintiocho
8. treinta y seis
9. dieciséis
10. veintiuno

II. Escuchen a los problemas de matemáticas. Escriban sólo la contestación

en números. (2 pts)

1. once menos nueve son .....
2. veintitrés más siete son .....
3. quince menos cuatro son .....
4. treinta y seis más son .....
5. ocho más catorce son .....

Appendix F

NAME MAP

MAPA DE NOMBRE

Usando las letras en tu nombre español, dibuja un mapa de nombres, con adjetivos o sustantivos (nouns) que te describe. Mira en el diccionario para adjetivos o sustantivos posibles.

MODELO - LETRA O:

obediente (obedient), ogro (ogre), ofensivo (obnoxious), oloroso (fragrant), omiso (careless), omnipotente (almighty), opresivo (opressive), optimista (optimist) orgulloso (arrogance), orondo (calm), osado (bold, daring), ostentoso (showy)

Escribe tu nombre con las palabras (words) en español y en inglés en un cartel de cartón (poster board). Presenta tu mapa de nombre oralmente a la clase.

MODELO:

R - rómantica (romantic)

O - optimista (optimist)

L - labia (talkativeness)

A - activa (active)

N - novia (fiancée)

D - dichosa (happy, lucky)

A - afanosa (hardworking)

Appendix G

1ST QUARTER SURVEY

1. What is your overall feeling about this class?
   A. I like the class, and it is not too difficult for me.
   B. I like the class, but it is somewhat difficult for me.
   C. The class is O.K., and it is not too difficult for me.
   D. The class is O.K., but it is somewhat difficult for me.
   E. I don't like the class - it is not too difficult for me, but I don't like it.
   F. I don't like the class - it is too difficult for me.

If you answered E, write the reason why you don't like the class.

2. Rate the classroom activities in this class during the first quarter.
   A. I liked most of the class activities - they were fun.
   B. The class activities were O.K.
   C. I didn't like the class activities.

If your answered C, write the reason you didn't like most of the class activities?

3. Rate the classroom atmosphere during the first quarter.
   A. For the most part, the class atmosphere was O.K.
   B. The class was too strict at times, but the teacher seems to be making an effort to make us feel comfortable.
   C. The class was too strict most of the time.

If you answered B or C to question number 3, what suggestions do you have that would make you feel more comfortable in class?

4. Any general comments or suggestions that you would like to make?

Appendix H

2ND QUARTER SURVEY

1. What is your overall feeling about this class?
   A. I like the class, and it is not too difficult for me.
   B. I like the class, but it is somewhat difficult for me.
   C. The class is O.K., and it is not too difficult for me.
   D. The class is O.K., but it is somewhat difficult for me.
   E. I don't like the class - it is not too difficult for me, but I don't like it.
   F. I don't like the class - it is too difficult for me.

If you answered E, write the reason why you don't like the class.

2. Rate the classroom atmosphere during the second quarter.
   A. For the most part, the class atmosphere was O.K.
   B. The class was too strict at times, but the teacher seems to be making an effort to make us feel comfortable.
   C. The class was too strict most of the time.

If you answered B or C to question number 3, what suggestions do you have that would make you feel more comfortable in class?

3. One of my main goals for this year was to make the class more communicative with less emphasis on the textbook, which is grammar-based. Please help me assess my progress by rating the following.

   1 = effective 2 = somewhat effective 3 = not efffective

   _____ The use of passwords in the classroom as a tool to learn practical expressions for classroom survival

If you wrote 3, why wasn't the use of passwords an effective way to help you communicate in Spanish?_____

_____ The teacher speaking Spanish in the classroom for explanations, etc.
If you wrote 3, why wasn't this effective? _____

_____

_____ Creating the need for students to use Spanish with the teacher to make explanations, ask questions, etc.
If you wrote 3, why wasn't this effective? _____

_____

_____ The use of partner and group activities that stressed oral work (Ex.: the Lonely Hearts ad, skits)

4. Another main goal for this year was to create activities that were more meaningful and interesting with more projects and hands-on activities rather than concentrating on the exercises in the book. This would include the various games, songs and partner / group activities that we have done. (Ex.: drawing and describing your friends, learning the subject pronouns and forms of ser / ir in songs, verbal volleyball, and a shopping skit and fashion show from this unit)

Please rate my progress in this area by checking one of the following:

_____ Most of the activities were fun
_____ The activities were O.K. - better than doing the exercises in the book.
_____ The activities were not fun or meaningful.

5. Any general comments or suggestions that you would like to make?